

# Main Criteria: U.S. History-Based Writing Lessons

## Secondary Criteria: Illinois Learning Standards

### Subject: Language Arts

Grades: 6, 7, 8

### U.S. History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

## Illinois Learning Standards

### Language Arts

Grade 6 - 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

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10.                                                                  | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                             |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                          |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.                   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                          |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                          |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.               |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                          |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                          |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Knowledge of Language</b>                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Informational Text**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.6.2. | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Informational Text**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Craft and Structure |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Informational Text**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Integration of Knowledge and Ideas |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

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| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| STANDARD                                         | L.6.4.d.                  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                              |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.6.6.                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

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| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Key Ideas and Details</b>                                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>2.                                                    | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>3.                                                    | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Speaking and Listening****LEARNING  
STANDARD /  
DISCIPLINE****Comprehension and Collaboration**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.S  
L.4.

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

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

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| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                   | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                            |
| 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.                                                                                                                                         |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                   | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| 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. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Reading Standards for Informational Text</b>                   |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                   | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.7.1.                                                           | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.7.3.                                                           | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                              |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Reading Standards for Informational Text</b>                   |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                   | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.7.4.                                                           | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                                                                                     |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Writing Standards</b>                                          |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                   | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                           |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.4.                           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)    |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Comprehension and Collaboration                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.1.                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                                | SL.7.1.a.                        | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                                | SL.7.1.b.                        | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                          |
| STANDARD                                | SL.7.1.c.                        | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                |
| STANDARD                                | SL.7.1.d.                        | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Presentation of Knowledge and Ideas                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.4.                          | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.     |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards               |                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Vocabulary Acquisition and Use                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.4.                           | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.                                                      |
| STANDARD                                | L.7.4.a.                         | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                               |
| STANDARD                                | L.7.4.d.                         | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                             |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards               |                                                                                                                                                                                                                             |

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
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| DESCRIPTOR / CONTENT DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE  |            | Key Ideas and Details                                                                                                      |
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| 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                                                                                                 |
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| 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 |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10.                                                                  | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                             |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                          |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.                   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                          |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                          |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.               |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                          |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                          |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Knowledge of Language</b>                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Informational Text**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Informational Text**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Craft and Structure |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.8.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
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| STANDARD | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.4.                           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)             |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                      |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Comprehension and Collaboration                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.8.1.                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.          |
| STANDARD                                | SL.8.1.a.                        | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.              |
| STANDARD                                | SL.8.1.b.                        | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                               |
| STANDARD                                | SL.8.1.c.                        | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                             |
| STANDARD                                | SL.8.1.d.                        | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                         |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                      |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.8.4.                          | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards               |                                                                                                                                                                                                                                      |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Vocabulary Acquisition and Use                                                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.8.4.                           | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.                                                                |
| STANDARD                                | L.8.4.a.                         | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                                        |
| STANDARD                                | L.8.4.d.                         | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                                      |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards               |                                                                                                                                                                                                                                      |

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
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| DESCRIPTOR / CONTENT DISCIPLINE | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 02: Unit 2 Writing from Notes, p. 17-26

## Illinois Learning Standards

### Language Arts

#### Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE  |            | Key Ideas and Details                                                                                                      |
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| 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                                                                                                                                                                         |
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| 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                                                                                                 |
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| 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 |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10.                                                                  | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.                                                                   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                            |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b> |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b> |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b>                   |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.1.                                                           | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.2.                                                           | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.3.                                                           | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b>                   |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Craft and Structure                                                                                                                                                                                                                                                                                                                     |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings                                                                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.7.                                         | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.6.2.</b>                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| STANDARD                                         | W.6.2.a.                                        | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.6.2.b.                                        | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                                         | W.6.2.c.                                        | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                                         | W.6.2.d.                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |
| STANDARD                                         | W.6.2.f.                                        | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                               |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.4.                                          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.5.                                          | With some 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<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                           |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

STANDARD

W.6.9.b.

Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.6.10.

Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

STANDARD

SL.6.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

STANDARD

SL.6.1.b.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STANDARD

SL.6.1.c.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

STANDARD

SL.6.1.d.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                                                                                        |
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| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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|          |          |                                                                                                                                                 |
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| STANDARD | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

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| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

#### Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

| LEARNING STANDARD / DISCIPLINE    |             | Craft and Structure                                                                                                                                                                         |
|-----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 4.  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.      |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                               |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |

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| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE          | CCRA.W. 9.                                                                      | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                 |
| 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.                                                                                                                                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                  |
| 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.                                                                                                                                              |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                            |
| 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.                                                                                                                                         |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| 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. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Reading Standards for Informational Text</b>                                 |                                                                                                                                                                                                                                                                                                                                         |

| LEARNING STANDARD / DISCIPLINE    |          | Key Ideas and Details                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.7.1.  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.7.3.  | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                 |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |          | Craft and Structure                                                                                                                                                                                                                                                                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.7.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                                                                        |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                                                          |
| LEARNING STANDARD / DISCIPLINE    |          | Text Types and Purposes                                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.7.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                  |
| STANDARD                          | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                          | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STANDARD                          | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                     |
| STANDARD                          | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                  |
| STANDARD                          | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                         |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                                                          |
| LEARNING STANDARD / DISCIPLINE    |          | Production and Distribution of Writing                                                                                                                                                                                                                                                                                     |

|                                                  |                                         |                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.4.                                  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.5.                                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.8.                                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.9.                                  | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                                    |
| STANDARD                                         | W.7.9.b.                                | Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.10.                                 | Write routinely over extended 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.                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Speaking and Listening Standards</b> |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | SL.7.1.                                 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| STANDARD                                         | SL.7.1.a.                               | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |

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| STANDARD | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                           |
| STANDARD | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
| STANDARD | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                 |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                      |  |                                     |
|--------------------------------------|--|-------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                       |
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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Knowledge of Language |
|--------------------------------------|--|-----------------------|

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |
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| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                                |
|--------------------------------------|--|--------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
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| STANDARD | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| STANDARD | L.7.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                                |
|--------------------------------------|--|--------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|

|                                       |        |                                                                                                                                                                                                              |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| Illinois Learning Standards                       |                                                           |                                                                                                                                                                                             |
|---------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Arts                                     |                                                           |                                                                                                                                                                                             |
| Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013 |                                                           |                                                                                                                                                                                             |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Key Ideas and Details                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>2.                                             | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>3.                                             | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Craft and Structure                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>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 /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>7.                                             | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Informational Text****LEARNING  
STANDARD /  
DISCIPLINE****Craft and Structure**DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

W.8.2.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

|          |          |                                                                                                                                                                                                                                                       |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                     |
| STANDARD | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                     |
| STANDARD | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                             |
| STANDARD | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |        |                                                                                                                                                                                                                                    |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |        |                                                                                                                                                                                                                                                                                             |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |         |                                                                                                                                                                                                                       |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.10. | Write routinely over extended 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.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|          |           |                                                                                                                                                                                                                         |
|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                  |
| STANDARD | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                |
| STANDARD | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                            |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
|---------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|          |          |                                                                    |
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| STANDARD | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                        |
|---------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| STANDARD | L.8.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).               |

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

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Lesson 03: Unit 2 Writing from Notes, p. 27-32****Illinois Learning Standards****Language Arts****Grade 6 - 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  
DISCIPLINECCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

| LEARNING STANDARD / DISCIPLINE    |             | Range of Reading and Level of Text Complexity                                                                                                                                                     |
|-----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                      |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Research to Build and Present Knowledge                                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Range of Writing                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                          |

| LEARNING STANDARD / DISCIPLINE    |                                                            | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.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    |                                                            | 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.6.1.                                                    | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.6.2.                                                    | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.6.3.                                                    | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |
| STATE GOAL / DISCIPLINARY CONCEPT | Reading Standards for Informational Text                   |                                                                                                                                                                                                                                                                                                                                         |

| LEARNING STANDARD / DISCIPLINE    |          | Craft and Structure                                                                                                                                                                                                                                                                 |
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| DESCRIPTOR / CONTENT DISCIPLINE   | RI.6.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings                                                                                                                                                    |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Reading Standards for Informational Text                                                                                                                                                                                                                                            |
| LEARNING STANDARD / DISCIPLINE    |          | Integration of Knowledge and Ideas                                                                                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.6.7.  | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                         |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |          | Text Types and Purposes                                                                                                                                                                                                                                                             |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                           |
| STANDARD                          | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                          | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                          | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                          | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |
| STANDARD                          | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                               |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |          | Production and Distribution of Writing                                                                                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.5.   | With some 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<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                           |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

STANDARD

W.6.9.b.

Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.6.10.

Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

STANDARD

SL.6.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

STANDARD

SL.6.1.b.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

STANDARD

SL.6.1.c.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

STANDARD

SL.6.1.d.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                                                                                        |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| STANDARD | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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## Illinois Learning Standards

### Language Arts

#### Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

| LEARNING STANDARD / DISCIPLINE    |             | Craft and Structure                                                                                                                                                                         |
|-----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 4.  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.      |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                               |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |

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| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE          | CCRA.W. 9.                                                                      | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                 |
| 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.                                                                                                                                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                  |
| 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.                                                                                                                                              |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                            |
| 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.                                                                                                                                         |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| 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. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Reading Standards for Informational Text</b>                                 |                                                                                                                                                                                                                                                                                                                                         |

| LEARNING STANDARD / DISCIPLINE    |          | Key Ideas and Details                                                                                                                                                                                                                                                                                                      |
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| DESCRIPTOR / CONTENT DISCIPLINE   | RI.7.1.  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.7.3.  | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                 |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |          | Craft and Structure                                                                                                                                                                                                                                                                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.7.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                                                                        |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                                                          |
| LEARNING STANDARD / DISCIPLINE    |          | Text Types and Purposes                                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.7.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                  |
| STANDARD                          | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                          | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STANDARD                          | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                     |
| STANDARD                          | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                  |
| STANDARD                          | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                         |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                                                          |
| LEARNING STANDARD / DISCIPLINE    |          | Production and Distribution of Writing                                                                                                                                                                                                                                                                                     |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.4.                                  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.5.                                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.8.                                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.9.                                  | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                                    |
| STANDARD                                         | W.7.9.b.                                | Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.10.                                 | Write routinely over extended 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.                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Speaking and Listening Standards</b> |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | SL.7.1.                                 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| STANDARD                                         | SL.7.1.a.                               | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |

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| STANDARD | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                           |
| STANDARD | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
| STANDARD | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                 |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                      |  |                                     |
|--------------------------------------|--|-------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                              |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                                                                                        |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| STANDARD | L.7.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                                |
|--------------------------------------|--|--------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|

|                                       |        |                                                                                                                                                                                                              |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

  

| Illinois Learning Standards                       |                                                           |                                                                                                                                                                                             |
|---------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Arts                                     |                                                           |                                                                                                                                                                                             |
| Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013 |                                                           |                                                                                                                                                                                             |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Key Ideas and Details                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>2.                                             | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>3.                                             | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Craft and Structure                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>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 /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>7.                                             | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Informational Text****LEARNING  
STANDARD /  
DISCIPLINE****Craft and Structure**DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

W.8.2.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

|          |          |                                                                                                                                                                                                                                                       |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                     |
| STANDARD | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                     |
| STANDARD | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                             |
| STANDARD | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.10. | Write routinely over extended 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.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|          |           |                                                                                                                                                                                                                         |
|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                  |
| STANDARD | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                |
| STANDARD | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                            |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
|---------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|          |          |                                                                    |
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| STANDARD | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                        |
|---------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |

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|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| STANDARD | L.8.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).               |

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

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Lesson 04: Unit 2 Writing from Notes, p. 33-40****Illinois Learning Standards****Language Arts****Grade 6 - 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  
DISCIPLINECCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

| LEARNING STANDARD / DISCIPLINE    |             | Range of Reading and Level of Text Complexity                                                                                                                                                     |
|-----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                      |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Research to Build and Present Knowledge                                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Range of Writing                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                          |

| LEARNING STANDARD / DISCIPLINE    |                                                            | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.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    |                                                            | 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.6.1.                                                    | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.6.2.                                                    | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.6.3.                                                    | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |
| STATE GOAL / DISCIPLINARY CONCEPT | Reading Standards for Informational Text                   |                                                                                                                                                                                                                                                                                                                                         |

| LEARNING STANDARD / DISCIPLINE    |          | Craft and Structure                                                                                                                                                                                                                                                                 |
|-----------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.6.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings                                                                                                                                                    |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Reading Standards for Informational Text                                                                                                                                                                                                                                            |
| LEARNING STANDARD / DISCIPLINE    |          | Integration of Knowledge and Ideas                                                                                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.6.7.  | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                         |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |          | Text Types and Purposes                                                                                                                                                                                                                                                             |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                           |
| STANDARD                          | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                          | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                          | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                          | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |
| STANDARD                          | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                               |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |          | Production and Distribution of Writing                                                                                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.5.   | With some 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<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                           |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| STANDARD | W.6.9.b. | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
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|--------------------------------------|--|------------------|

|                                       |         |                                                                                                                                                                                                                       |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.10. | Write routinely over extended 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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|          |           |                                                                                                                                                                                                                   |
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| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                                    |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|          |          |                                                                                                 |
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| STANDARD | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                                                                                        |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| STANDARD | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

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| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>2.                                                    | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>3.                                                    | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>7.                                                    | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10.                                                   | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Text Types and Purposes</b>                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                               |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.                                                                   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.        |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Knowledge of Language</b>                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                             |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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**

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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.7.1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.7.3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Craft and Structure |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.7.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
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| STANDARD | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
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| STANDARD | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| STANDARD | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
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| STANDARD | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| STANDARD                                | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Production and Distribution of Writing                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.5.   | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.8.   | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                           |
| STANDARD                                | W.7.9.b. | Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.10.  | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT |          | Speaking and Listening Standards                                                                                                                                                                                                                                                            |

| LEARNING STANDARD / DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
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| DESCRIPTOR / CONTENT DISCIPLINE | SL.7.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

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| STANDARD | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                      |
| STANDARD | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                            |
| STANDARD | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                            |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE |  | Presentation of Knowledge and Ideas |
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| DESCRIPTOR / CONTENT DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Knowledge of Language                                                                        |
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| DESCRIPTOR / CONTENT DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
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| DESCRIPTOR / CONTENT DISCIPLINE | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| STANDARD | L.7.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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**Illinois Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013**

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Craft and Structure |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Integration of Knowledge and Ideas |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Reading and Level of Text Complexity |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10.                                                                  | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.                                                                   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                            |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b> |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b> |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b>                   |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.1.                                                           | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b>                   |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.4.                                                           | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                                          |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |

| DESCRIPTOR / CONTENT DISCIPLINE | W.8.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                             |
|---------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                        | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                        | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                     |
| STANDARD                        | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                     |
| STANDARD                        | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                             |
| STANDARD                        | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                    |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
|---------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | W.8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR / CONTENT DISCIPLINE | W.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|---------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | W.8.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                              | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                      |
| STANDARD                              | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                    |
| STANDARD                              | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
|---------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                        |
|---------------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD                              | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                     |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Vocabulary Acquisition and Use                                                                                                                                        |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.4.   | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
| STANDARD                              | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.         |

|                                                  |                           |                                                                                                                                                                                                              |
|--------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | L.8.4.d.                  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                              |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.8.6.                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

## Illinois Learning Standards

### Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

|                                               |               |                                                                                                                            |
|-----------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |               | <b>Key Ideas and Details</b>                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>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

|                                                  |                                                                  |                                                                                                                                                                                             |
|--------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
2.

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

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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 /<br>CONTENT<br>DISCIPLINE                                           | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                                |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                                            |                | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | CCRA.S<br>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.                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                                |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>College and Career Readiness Anchor Standards for Language</b>               |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                                            |                | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | CCRA.L.<br>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.                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                                |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>College and Career Readiness Anchor Standards for Language</b>               |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                                            |                | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE                                           | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                                |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>Reading Standards for Literature</b>                                         |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                                            |                | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | RL.6.1.        | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | RL.6.2.        | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                              |

|                                         |                                  |                                                                                                                                                                                                                          |
|-----------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.6.3.                          | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                                                 |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Reading Standards for Literature |                                                                                                                                                                                                                          |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Craft and Structure                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.6.5.                          | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Reading Standards for Literature |                                                                                                                                                                                                                          |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Range of Reading and Level of Text Complexity                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.6.10.                         | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.              |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                          |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Text Types and Purposes                                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.6.3.                           | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                         |
| STANDARD                                | W.6.3.a.                         | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                    |
| STANDARD                                | W.6.3.c.                         | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                  |
| STANDARD                                | W.6.3.d.                         | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                                      |
| STANDARD                                | W.6.3.e.                         | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                               |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                          |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Production and Distribution of Writing                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.6.4.                           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

|                                         |                                  |                                                                                                                                                                                                                             |
|-----------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.6.5.                           | With some 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 /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Range of Writing                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.6.10.                          | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Comprehension and Collaboration                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.6.1.                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                                | SL.6.1.a.                        | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| STANDARD                                | SL.6.1.b.                        | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |
| STANDARD                                | SL.6.1.c.                        | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                        |
| STANDARD                                | SL.6.1.d.                        | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards               |                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Conventions of Standard English                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.6.1.                           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                      |
| STANDARD                                | L.6.1.d.                         | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                    |
| STANDARD                                | L.6.1.e.                         | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                                   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards               |                                                                                                                                                                                                                             |

|                                 |        |                                                                                                                    |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|          |          |                                                                                                 |
|----------|----------|-------------------------------------------------------------------------------------------------|
| STANDARD | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
|----------|----------|-------------------------------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |        |                                                                                                                                                                        |
|---------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

|          |          |                                                                                                                                                               |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                                                                                 |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |        |                                                                                                                                                                                                              |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

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

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

| LEARNING STANDARD / DISCIPLINE    |             | Craft and Structure                                                                                                                                                                         |
|-----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 4.  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.      |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                      |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                               |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING  
STANDARD /  
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.7.1.

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.7.3.

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Literature****LEARNING  
STANDARD /  
DISCIPLINE****Range of Reading and Level of Text Complexity**DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.7.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

W.7.3.

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

STANDARD

W.7.3.c.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

STANDARD

W.7.3.e.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards****LEARNING  
STANDARD /  
DISCIPLINE****Production and Distribution of Writing**DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.7.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.7.5.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards****LEARNING  
STANDARD /  
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.7.8.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards****LEARNING  
STANDARD /  
DISCIPLINE****Range of Writing**DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.7.10.

Write routinely over extended 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.7.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

STANDARD

SL.7.1.a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

STANDARD

SL.7.1.b.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

STANDARD

SL.7.1.c.

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STANDARD

SL.7.1.d.

Acknowledge new information expressed by others and, when warranted, modify their own views.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards****LEARNING  
STANDARD /  
DISCIPLINE****Presentation of Knowledge and Ideas**DESCRIPTOR /  
CONTENT  
DISCIPLINE

SL.7.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

|                                 |        |                                                                                              |
|---------------------------------|--------|----------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Knowledge of Language                                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

|          |          |                                                                                                                     |
|----------|----------|---------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |        |                                                                                                                                                                        |
|---------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

|          |          |                                                                                                                                                               |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                                                                                 |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.7.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |        |                                                                                                                                                                                                              |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 8 - 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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
2.

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

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

|                                                  |                                                                                 |                                                                                                                                                                                                                         |
|--------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.                                                                   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>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 /<br>DISCIPLINARY<br>CONCEPT |               | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.8.1.       | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.8.4.       | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                                                                                                 |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.8.10.      | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.                                                                                                                                                        |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Writing Standards                                                                                                                                                                                                                                                                                                                       |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.2.        | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |
| STANDARD                                | W.8.2.b.      | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Writing Standards                                                                                                                                                                                                                                                                                                                       |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |

|                                         |                                  |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.3.                           | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                            |
| STANDARD                                | W.8.3.c.                         | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.                                                                                               |
| STANDARD                                | W.8.3.e.                         | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Production and Distribution of Writing                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.4.                           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.5.                           | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.8.                           | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.10.                          | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Comprehension and Collaboration                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.8.1.                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                                | SL.8.1.a.                        | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |

|          |           |                                                                                                                                                          |
|----------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| STANDARD | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| STANDARD | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.             |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                       |         |                                                                                                                                                                                                                                      |
|---------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                                        |
|---------------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD                              | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                     |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                                                                                                       |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Vocabulary Acquisition and Use                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.4.   | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
| STANDARD                              | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.         |
| STANDARD                              | L.8.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                       |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                                |
|--------------------------------------|--|--------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|

|                                       |        |                                                                                                                                                                                                              |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

## Illinois Learning Standards

### Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
|--------------------------------------|--|-----------------------|
|--------------------------------------|--|-----------------------|

|                                       |               |                                                                                                                            |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|

|                                       |               |                                                                                                   |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Craft and Structure |
|--------------------------------------|--|---------------------|
|--------------------------------------|--|---------------------|

|                                       |               |                                                                                                                                                                                             |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Integration of Knowledge and Ideas |
|--------------------------------------|--|------------------------------------|
|--------------------------------------|--|------------------------------------|

|                                       |               |                                                                                                                                    |
|---------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Range of Reading and Level of Text Complexity |
|--------------------------------------|--|-----------------------------------------------|
|--------------------------------------|--|-----------------------------------------------|

|                                                                  |                |                                                                                                                                                                                                   |
|------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.R.<br>10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                                   |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>                    |                | <b>Text Types and Purposes</b>                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                                   |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>                    |                | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                                   |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>                    |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                                   |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>                    |                | <b>Range of Writing</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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  
DISCIPLINECCRA.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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.6.2.

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.6.3.

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Craft and Structure |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.6.5. | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Literature**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Reading and Level of Text Complexity |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.6.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
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| STANDARD | W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
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| STANDARD | W.6.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
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| STANDARD | W.6.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
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| STANDARD | W.6.3.d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
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| STANDARD | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.6.5.                           | With some 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 /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Range of Writing                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.6.10.                          | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Comprehension and Collaboration                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.6.1.                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                                | SL.6.1.a.                        | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| STANDARD                                | SL.6.1.b.                        | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |
| STANDARD                                | SL.6.1.c.                        | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                        |
| STANDARD                                | SL.6.1.d.                        | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards               |                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Conventions of Standard English                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.6.1.                           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                      |
| STANDARD                                | L.6.1.d.                         | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                    |
| STANDARD                                | L.6.1.e.                         | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                                   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards               |                                                                                                                                                                                                                             |

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| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| STANDARD | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |        |                                                                                                                                                                        |
|---------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| STANDARD | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |        |                                                                                                                                                                                                              |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

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

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

| LEARNING STANDARD / DISCIPLINE    |             | Craft and Structure                                                                                                                                                                         |
|-----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 4.  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.      |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                      |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                               |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING  
STANDARD /  
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE  |         | Key Ideas and Details                                                                                                                   |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.7.1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.7.3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                         |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Range of Reading and Level of Text Complexity                                                                                                                                                               |
|---------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.7.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Text Types and Purposes                                                                                                                                          |
|---------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.3.   | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| STANDARD                              | W.7.3.b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.                                          |
| STANDARD                              | W.7.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                          |
| STANDARD                              | W.7.3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                       |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                   |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.5.    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.10.   | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.1.   | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| STANDARD                                | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| STANDARD                                | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| STANDARD                                | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                                                  |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.4.            | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Knowledge of Language                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.3.             | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.                                                                                                                            |

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| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                        |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.4.             | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| STANDARD | L.7.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use |

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|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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## Illinois Learning Standards

### Language Arts

#### Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

|                                         |                                                           |                       |
|-----------------------------------------|-----------------------------------------------------------|-----------------------|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Reading |                       |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                           | Key Ideas and Details |

|                                                  |                                                                  |                                                                                                                                                                                             |
|--------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>2.                                                    | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>3.                                                    | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>7.                                                    | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10.                                                   | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Text Types and Purposes</b>                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>2.                                                    | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Production and Distribution of Writing                                                                                               |
|---------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Research to Build and Present Knowledge                                                           |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |                | Range of Writing                                                                                                                                                                                  |
|---------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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<br>STANDARD /<br>DISCIPLINE  |                | Comprehension and Collaboration                                                                                                                                                            |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE  |               | Knowledge of Language                                                                                                                                                                           |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Literature**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.8.1. | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Literature**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Craft and Structure |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.8.4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Literature**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Reading and Level of Text Complexity |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.8.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
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| STANDARD                                 | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                           |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING STANDARD / DISCIPLINE           |          | Text Types and Purposes                                                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.8.3.   | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                            |
| STANDARD                                 | W.8.3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                                                                                                         |
| STANDARD                                 | W.8.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.                                                                                               |
| STANDARD                                 | W.8.3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING STANDARD / DISCIPLINE           |          | Production and Distribution of Writing                                                                                                                                                                                                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.8.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.8.5.   | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING STANDARD / DISCIPLINE           |          | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.8.8.   | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING STANDARD / DISCIPLINE           |          | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.8.10.  | Write routinely over extended 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.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                        | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                        | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                      |
| STANDARD                        | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                    |
| STANDARD                        | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
|---------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |          | Conventions of Standard English                                                                        |
|---------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD                        | L.8.1.b. | Form and use verbs in the active and passive voice.                                                    |
| STANDARD                        | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                     |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                        |
|---------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD                                         | L.8.4.a.                  | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| STANDARD                                         | L.8.4.d.                  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                              |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.8.6.                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

## Illinois Learning Standards

### Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

|                                               |               |                                                                                                                            |
|-----------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |               | <b>Key Ideas and Details</b>                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>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

|                                               |               |                                                                                                                                                                                             |
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| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |               | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>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

|                                               |  |                                           |
|-----------------------------------------------|--|-------------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
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|-----------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7.                                             | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                     |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                        |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                           | Range of Reading and Level of Text Complexity                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10.                                            | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                        |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                           | Text Types and Purposes                                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>2.                                             | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>3.                                             | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                 |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                        |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                           | Production and Distribution of Writing                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4.                                             | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5.                                             | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                        |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                           | Research to Build and Present Knowledge                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>9.                                             | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                        |

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|------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                 |
| 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.                                                                                                                                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                  |
| 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.                                                                                                                                              |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                            |
| 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.                                                                                                                                         |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| 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. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Reading Standards for Literature</b>                                         |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE          | RL.6.1.                                                                         | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.2.                                 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.3.                                 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b> |                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Craft and Structure</b>                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.5.                                 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                                   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b> |                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.10.                                | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Text Types and Purposes</b>                                                                                                                                                                              |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.6.3.</b>                           | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                     |
| STANDARD                                         | W.6.3.a.                                | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                       |
| STANDARD                                         | W.6.3.c.                                | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                     |
| STANDARD                                         | W.6.3.d.                                | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                         |
| STANDARD                                         | W.6.3.e.                                | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Production and Distribution of Writing</b>                                                                                                                                                               |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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|                                       |        |                                                                                                                                                                     |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                      |  |                  |
|--------------------------------------|--|------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|

|                                       |         |                                                                                                                                                                                                                       |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.10. | Write routinely over extended 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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                      |  |                                 |
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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Comprehension and Collaboration |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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|          |           |                                                                                                                                                                                                                   |
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| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                                 |
|--------------------------------------|--|---------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Conventions of Standard English |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                                    |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|          |          |                                                                                                 |
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| STANDARD | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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|          |          |                                                                                                                                                 |
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| STANDARD | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Illinois Learning Standards****Language Arts****Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
|--------------------------------------|--|-----------------------|
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|                                       |               |                                                                                                                            |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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|                                       |               |                                                                                                   |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
2.

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

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.                                                                   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.7.1.       | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.7.3.       | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                                                                                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.7.10.      | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                                                                             |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.7.3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                                                                                 |
| STANDARD                                         | W.7.3.c.      | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                 |
| STANDARD                                         | W.7.3.e.      | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.4.        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                                                                |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.5.    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.10.   | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.1.   | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| STANDARD                                | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| STANDARD                                | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| STANDARD                                | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                                                  |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.4.            | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Conventions of Standard English                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                  |
| STANDARD                                | L.7.1.b.           | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Knowledge of Language                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.3.             | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.                                                                                                                            |
| STANDARD                                | L.7.3.a.           | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                     |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.4.             | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.                                                  |
| STANDARD                                | L.7.4.a.           | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                           |
| STANDARD                                | L.7.4.d.           | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                         |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.6.             | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.            |
| Illinois Learning Standards             |                    |                                                                                                                                                                                                                         |

## Language Arts

Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Key Ideas and Details                                                                                                      |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Craft and Structure                                                                                                                                                                         |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Integration of Knowledge and Ideas                                                                                                 |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |                | Range of Reading and Level of Text Complexity                                                |
|---------------------------------------|----------------|----------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>2.                                                                   | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>3.                                                                   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.                                                                   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE |  | Knowledge of Language |
|--------------------------------------|--|-----------------------|
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DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Craft and Structure |
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Reading and Level of Text Complexity |
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Text Types and Purposes                                                                                                                                                   |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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| STANDARD | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Text Types and Purposes                                                                                                                                          |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

|          |          |                                                                                                                                                                                               |
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| STANDARD | W.8.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. |
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| STANDARD | W.8.3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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|                                       |        |                                                                                                                                                                                                                                    |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
|--------------------------------------|--|-----------------------------------------|
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|                                       |        |                                                                                                                                                                                                                                                                                             |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | W.8.10. | Write routinely over extended 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.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|          |           |                                                                                                                                                                                                                         |
|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                  |
| STANDARD | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                |
| STANDARD | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                            |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
|---------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|          |          |                                                                    |
|----------|----------|--------------------------------------------------------------------|
| STANDARD | L.8.1.b. | Form and use verbs in the active and passive voice.                |
| STANDARD | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Vocabulary Acquisition and Use                                                                                                                                        |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.4.   | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
| STANDARD                              | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.         |
| STANDARD                              | L.8.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                       |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80****Illinois Learning Standards****Language Arts****Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Key Ideas and Details                                                                                                      |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Craft and Structure |
|--------------------------------------|--|---------------------|
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|                                                                  |                |                                                                                                                                                                                             |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                             |
| <b>College and Career Readiness Anchor Standards for Reading</b> |                |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE                             |                | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.R.<br>7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                             |
| <b>College and Career Readiness Anchor Standards for Reading</b> |                |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE                             |                | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.R.<br>10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                             |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE                             |                | Text Types and Purposes                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                             |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE                             |                | Production and Distribution of Writing                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE  |         | Key Ideas and Details                                                                                                                                                      |
|---------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.6.2. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.6.3. | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.   |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Craft and Structure                                                                                                                                                       |
|---------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.6.5. | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Range of Reading and Level of Text Complexity                                                                                                                                                               |
|---------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.6.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Text Types and Purposes                                                                                                                                               |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.3.   | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.      |
| STANDARD                              | W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| STANDARD                              | W.6.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                               |

|                                                  |                |                                                                                                                                                                                                                                    |
|--------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | W.6.3.d.       | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                                                |
| STANDARD                                         | W.6.3.e.       | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Writing Standards</b>                                                                                                                                                                                                           |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.4.         | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.5.         | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Writing Standards</b>                                                                                                                                                                                                           |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Range of Writing</b>                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.10.        | Write routinely over extended 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.              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Speaking and Listening Standards</b>                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>SL.6.1.</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| STANDARD                                         | SL.6.1.a.      | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                  |
| STANDARD                                         | SL.6.1.b.      | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                   |
| STANDARD                                         | SL.6.1.c.      | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                               |
| STANDARD                                         | SL.6.1.d.      | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Language Standards</b>                                                                                                                                                                                                          |

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|---------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|          |          |                                                                                                                                                                           |
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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |        |                                                                                                                    |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|          |          |                                                                                                 |
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| STANDARD | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |        |                                                                                                                                                                        |
|---------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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|          |          |                                                                                                                                                 |
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| STANDARD | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |        |                                                                                                                                                                                                              |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Illinois Learning Standards**

**Language Arts**

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

| LEARNING STANDARD / DISCIPLINE    |                                                           | Key Ideas and Details                                                                                                                                                                       |
|-----------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 2.                                                | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 3.                                                | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING STANDARD / DISCIPLINE    |                                                           | Craft and Structure                                                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 4.                                                | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING STANDARD / DISCIPLINE    |                                                           | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 7.                                                | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING STANDARD / DISCIPLINE    |                                                           | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 10.                                               | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                             |
| LEARNING STANDARD / DISCIPLINE    |                                                           | Text Types and Purposes                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.                                                | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.      |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 3.                                                | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                      |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING  
STANDARD /  
DISCIPLINE****Production and Distribution of Writing**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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. |
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|                                       |               |                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
|--------------------------------------|--|-----------------------|
|--------------------------------------|--|-----------------------|

|                                       |         |                                                                                                                                         |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.7.1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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|                                       |         |                                                                                                                 |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.7.3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------|

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

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Reading and Level of Text Complexity |
|--------------------------------------|--|-----------------------------------------------|
|--------------------------------------|--|-----------------------------------------------|

|                                       |          |                                                                                                                                                                                                             |
|---------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.7.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
|--------------------------------------|--|-------------------------|
|--------------------------------------|--|-------------------------|

|                                       |        |                                                                                                                                                                  |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                                                                         |
|----------|----------|-----------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | W.7.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
|----------|----------|-----------------------------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                            |
|----------|----------|--------------------------------------------------------------------------------------------|
| STANDARD | W.7.3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
|----------|----------|--------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
|---------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | W.7.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR / CONTENT DISCIPLINE | W.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|---------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | W.7.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | W.7.10. | Write routinely over extended 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.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                        | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                        | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                          |
| STANDARD                        | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                |
| STANDARD                        | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                     |
|---------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                                       |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                |
| STANDARD                              | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Knowledge of Language                                                                                               |
|---------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3.   | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.                        |
| STANDARD                              | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Vocabulary Acquisition and Use                                                                                                                                         |
|---------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| STANDARD                              | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.          |
| STANDARD                              | L.7.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                        |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 8 - 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 /<br>CONTENT<br>DISCIPLINE                            | CCRA.R.<br>10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                                   |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE                             |                | Text Types and Purposes                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                                   |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE                             |                | Production and Distribution of Writing                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                                   |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE                             |                | Research to Build and Present Knowledge                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                                   |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE                             |                | Range of Writing                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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  
DISCIPLINECCRA.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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Literature****LEARNING  
STANDARD /  
DISCIPLINE****Craft and Structure**DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Literature**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Reading and Level of Text Complexity |
|--------------------------------------|--|-----------------------------------------------|
|--------------------------------------|--|-----------------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Text Types and Purposes                                                                                                                                                   |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

STANDARD

W.8.2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Text Types and Purposes                                                                                                                                          |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

STANDARD

W.8.3.c.

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

STANDARD

W.8.3.e.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------------|--|----------------------------------------|
|--------------------------------------|--|----------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.5.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE    |           | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|-----------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING STANDARD / DISCIPLINE    |           | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.10.   | Write routinely over extended 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.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                          | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                          | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                      |
| STANDARD                          | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                    |
| STANDARD                          | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Speaking and Listening Standards                                                                                                                                                                                                                                                            |
| LEARNING STANDARD / DISCIPLINE    |           | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE   | SL.8.4.   | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                                                        |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Language Standards                                                                                                                                                                                                                                                                          |
| LEARNING STANDARD / DISCIPLINE    |           | Conventions of Standard English                                                                                                                                                                                                                                                             |

|                                       |          |                                                                                                        |
|---------------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD                              | L.8.1.b. | Form and use verbs in the active and passive voice.                                                    |

|          |          |                                                                    |
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| STANDARD | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                                                                                       |
|---------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |

|          |          |                                                                                                                                                               |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                                                                                 |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.8.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                                                                                                                              |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

**Illinois Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                      |  |                       |
|--------------------------------------|--|-----------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
|--------------------------------------|--|-----------------------|

|                                       |               |                                                                                                                            |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|

|                                       |               |                                                                                                   |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Craft and Structure |
|--------------------------------------|--|---------------------|
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|                                       |               |                                                                                                                                                                                             |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Integration of Knowledge and Ideas |
|--------------------------------------|--|------------------------------------|
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|                                       |               |                                                                                                                                    |
|---------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Range of Reading and Level of Text Complexity |
|--------------------------------------|--|-----------------------------------------------|
|--------------------------------------|--|-----------------------------------------------|

|                                       |                |                                                                                              |
|---------------------------------------|----------------|----------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
|--------------------------------------|--|-------------------------|
|--------------------------------------|--|-------------------------|

|                                       |               |                                                                                                                                                                                        |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------------|--|----------------------------------------|
|--------------------------------------|--|----------------------------------------|

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

|                                       |               |                                                                                                               |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Research to Build and Present Knowledge                                                           |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |                | Range of Writing                                                                                                                                                                                  |
|---------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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<br>STANDARD /<br>DISCIPLINE  |                | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE  |               | Knowledge of Language                                                                                                                                                                           |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|---------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |         | Key Ideas and Details                                                                                                                                             |
|---------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.6.2. | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Craft and Structure                                                                                                              |
|---------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Integration of Knowledge and Ideas                                                                                                                                          |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Text Types and Purposes                                                                                                                                                                                                                                                             |
|---------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                           |
| STANDARD                              | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                              | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |

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| STANDARD | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.        |
| STANDARD | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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| STANDARD | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                      |  |                                        |
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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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|                                       |        |                                                                                                                                                                     |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                      |  |                                         |
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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
|--------------------------------------|--|-----------------------------------------|

|                                       |        |                                                                                                   |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| STANDARD | W.6.9.b. | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                      |  |                  |
|--------------------------------------|--|------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.10. | Write routinely over extended 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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                      |  |                                 |
|--------------------------------------|--|---------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Comprehension and Collaboration |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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|          |           |                                                                                                                                                                                                                   |
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| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                  |
| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                              |
| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                        |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                                                                                                           |
|---------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                    |
| STANDARD                              | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD                              | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                                                    |
|---------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STANDARD                              | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                                                                                                        |
|---------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| STANDARD                              | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.          |
| STANDARD                              | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                        |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Illinois Learning Standards****Language Arts****Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Key Ideas and Details                                                                                                      |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Craft and Structure                                                                                                                                                                         |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Integration of Knowledge and Ideas                                                                                                 |
|---------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

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

| LEARNING STANDARD / DISCIPLINE    |             | Range of Reading and Level of Text Complexity                                                                                                                                                     |
|-----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                      |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Research to Build and Present Knowledge                                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Range of Writing                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                          |

| LEARNING STANDARD / DISCIPLINE    |                                                            | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.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    |                                                            | 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.7.1.                                                    | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.7.3.                                                    | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                              |
| STATE GOAL / DISCIPLINARY CONCEPT | Reading Standards for Informational Text                   |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |                                                            | Craft and Structure                                                                                                                                                                                                                                                                                                                     |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.7.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                                                                        |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |          | Text Types and Purposes                                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                  |
| STANDARD                                         | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STANDARD                                         | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                     |
| STANDARD                                         | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                  |
| STANDARD                                         | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |          | Production and Distribution of Writing                                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.5.   | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |          | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.8.   | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                           |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| STANDARD | W.7.9.b. | Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.10. | Write routinely over extended 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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

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| STANDARD | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| STANDARD | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
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| STANDARD | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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|          |          |                                                                                                                                                 |
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| STANDARD | L.7.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Illinois Learning Standards****Language Arts****Grade 8 - 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  
DISCIPLINECCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE  |               | Production and Distribution of Writing                                                                                               |
|---------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Research to Build and Present Knowledge                                                           |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |                | Range of Writing                                                                                                                                                                                  |
|---------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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<br>STANDARD /<br>DISCIPLINE  |                | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE  |               | Knowledge of Language                                                                                                                                                                           |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Informational Text****LEARNING  
STANDARD /  
DISCIPLINE****Craft and Structure**DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

W.8.2.

**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

STANDARD

W.8.2.a.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

STANDARD

W.8.2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STANDARD

W.8.2.c.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

|                                                  |                |                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | W.8.2.d.       | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                   |
| STANDARD                                         | W.8.2.f.       | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.4.         | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.5.         | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.8.         | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.10.        | Write routinely over extended 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.                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>SL.8.1.</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| STANDARD                                         | SL.8.1.a.      | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                         | SL.8.1.b.      | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                      |

|                                                  |                                         |                                                                                                                                                                                                                                      |
|--------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | SL.8.1.c.                               | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                             |
| STANDARD                                         | SL.8.1.d.                               | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Speaking and Listening Standards</b> |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | SL.8.4.                                 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Conventions of Standard English</b>                                                                                                                                                                                               |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.8.1.</b>                           | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                        |
| STANDARD                                         | L.8.1.b.                                | Form and use verbs in the active and passive voice.                                                                                                                                                                                  |
| STANDARD                                         | L.8.1.d.                                | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                                                   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.8.4.</b>                           | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                                         |
| STANDARD                                         | L.8.4.a.                                | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                                        |
| STANDARD                                         | L.8.4.d.                                | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.8.6.                                  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                         |

**Illinois Learning Standards****Language Arts**

Grade 6 - 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  
DISCIPLINECCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.R.  
10.

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

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

| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                           |
|-----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Research to Build and Present Knowledge                                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |             | Range of Writing                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                          |
| LEARNING STANDARD / DISCIPLINE    |             | Comprehension and Collaboration                                                                                                                                                                   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.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    |                                                            | 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.6.1.                                                    | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| DESCRIPTOR / CONTENT DISCIPLINE   | RL.6.2.                                                    | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                              |
| STATE GOAL / DISCIPLINARY CONCEPT | Reading Standards for Literature                           |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |                                                            | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE   | RL.6.10.                                                   | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                                                                             |
| STATE GOAL / DISCIPLINARY CONCEPT | Reading Standards for Informational Text                   |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |                                                            | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |

|                                                  |                                                 |                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.1.                                         | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.2.                                         | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.3.                                         | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings                                                                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.7.                                         | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.6.2.</b>                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| STANDARD                                         | W.6.2.a.                                        | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.6.2.b.                                        | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                                         | W.6.2.c.                                        | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                                         | W.6.2.d.                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |

|                                                  |           |                                                                                                                                                                                                                                    |
|--------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | W.6.2.f.  | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                           |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Production and Distribution of Writing</b>                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.4.    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.5.    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                           |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                     |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | W.6.9.    | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                           |
| STANDARD                                         | W.6.9.b.  | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                           |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Range of Writing</b>                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.10.   | Write routinely over extended 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.              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | SL.6.1.   | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| STANDARD                                         | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                  |

|          |           |                                                                                                                                                      |
|----------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                     |
| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                           |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|          |          |                                                                                                                                                                           |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                                    |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| STANDARD | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

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| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| STANDARD | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

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| LEARNING STANDARD / DISCIPLINE                                                                                         |                                                           | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE                                                                                        | L.6.6.                                                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <b>Illinois Learning Standards</b><br><b>Language Arts</b><br><b>Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013</b> |                                                           |                                                                                                                                                                                                              |
| 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                                                                                                                                                                |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10.                                                           | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                      |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Text Types and Purposes                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>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 /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Production and Distribution of Writing                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4.                                                            | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5.                                                            | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Research to Build and Present Knowledge                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>9.                                                            | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Range of Writing                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10.                                                           | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Speaking and Listening |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Comprehension and Collaboration                                                                                                                                                                   |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b> |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b> |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b>                           |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.7.1.                                                           | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b>                           |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.7.5.                                                           | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.                                                                                                                                                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b>                           |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                                           |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.7.10.                                 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Reading Standards for Informational Text |                                                                                                                                                                                                                                                                                                                            |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                          | Key Ideas and Details                                                                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.7.1.                                  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.7.3.                                  | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                 |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Reading Standards for Informational Text |                                                                                                                                                                                                                                                                                                                            |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                          | Craft and Structure                                                                                                                                                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.7.4.                                  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                                                                        |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                        |                                                                                                                                                                                                                                                                                                                            |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                          | Text Types and Purposes                                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.2.                                   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                  |
| STANDARD                                | W.7.2.a.                                 | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                | W.7.2.b.                                 | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STANDARD                                | W.7.2.c.                                 | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                     |
| STANDARD                                | W.7.2.d.                                 | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                  |
| STANDARD                                | W.7.2.f.                                 | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                         |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Research to Build and Present Knowledge                                                                                                                                                                                                    |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                          |
| STANDARD                              | W.7.9.b. | Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE |  | Comprehension and Collaboration |
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| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>SL.7.1.</b>                          | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| STANDARD                                 | SL.7.1.a.                               | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.            |
| STANDARD                                 | SL.7.1.b.                               | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                 |
| STANDARD                                 | SL.7.1.c.                               | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                       |
| STANDARD                                 | SL.7.1.d.                               | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Speaking and Listening Standards</b> |                                                                                                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                         | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE          | SL.7.4.                                 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.            |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                         | <b>Conventions of Standard English</b>                                                                                                                                                                                             |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>L.7.1.</b>                           | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                      |
| STANDARD                                 | L.7.1.b.                                | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                              |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                         | <b>Conventions of Standard English</b>                                                                                                                                                                                             |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>L.7.2.</b>                           | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                                                                          |
| STANDARD                                 | L.7.2.a.                                | Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).                                                                                                 |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                    |

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| LEARNING STANDARD / DISCIPLINE  |        | Knowledge of Language                                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

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| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| STANDARD | L.7.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

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| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE | L.7.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

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| STANDARD | L.7.5.b. | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

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| LEARNING STANDARD / DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR / CONTENT DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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## Illinois Learning Standards

### Language Arts

Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

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

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| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| 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.                                                                                     |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE          | CCRA.W. 9.                                                                      | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                           |
| 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. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| 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.        |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Knowledge of Language</b>                                                                                                                                                                      |
| 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.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                   |

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| <b>LEARNING STANDARD / DISCIPLINE</b>    |            | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| 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. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |            | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |            | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE          | RL.8.1.    | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |            | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |            | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE          | RL.8.4.    | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                                                                                                 |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |            | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |            | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE          | RL.8.10.   | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.                                                                                                                                                        |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |            | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |            | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.8.1.    | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |            | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |

| LEARNING STANDARD / DISCIPLINE    |          | Craft and Structure                                                                                                                                                                                                                                                                         |
|-----------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.8.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                                         |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING STANDARD / DISCIPLINE    |          | Text Types and Purposes                                                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                   |
| STANDARD                          | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                                       |
| STANDARD                          | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                           |
| STANDARD                          | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                           |
| STANDARD                          | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                   |
| STANDARD                          | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING STANDARD / DISCIPLINE    |          | Production and Distribution of Writing                                                                                                                                                                                                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.5.   | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING STANDARD / DISCIPLINE    |          | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.8.   | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards****LEARNING  
STANDARD /  
DISCIPLINE****Range of Writing**DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.10.

Write routinely over extended 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.8.1.

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

STANDARD

SL.8.1.a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

STANDARD

SL.8.1.b.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

STANDARD

SL.8.1.c.

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

STANDARD

SL.8.1.d.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards****LEARNING  
STANDARD /  
DISCIPLINE****Presentation of Knowledge and Ideas**DESCRIPTOR /  
CONTENT  
DISCIPLINE

SL.8.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

L.8.1.

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

STANDARD

L.8.1.b.

Form and use verbs in the active and passive voice.

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| STANDARD                                 | L.8.1.d.      | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                           |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Language Standards</b>                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                        |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>L.8.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b> |

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| STANDARD | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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|          |          |                                                                                                                                                 |
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| STANDARD | L.8.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                        |               |                                                                                                            |
|----------------------------------------|---------------|------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |               | <b>Vocabulary Acquisition and Use</b>                                                                      |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.8.5.</b> | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> |

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| STANDARD | L.8.5.b. | Use the relationship between particular words to better understand each of the words. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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Lesson 11: Unit 4 Summarizing a Reference, p. 101-108

**Illinois Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013**

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

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|--------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>2.                                                    | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>3.                                                    | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>7.                                                    | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10.                                                   | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Text Types and Purposes</b>                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                               |

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|--------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.                                                                   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.        |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Knowledge of Language</b>                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                             |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.1.                                         | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.2.                                         | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.3.                                         | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings                                                                                                                                                                                                        |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.7.                                         | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                                                                             |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |

| DESCRIPTOR / CONTENT DISCIPLINE          | W.6.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                           |
|------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                 | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                 | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                                 | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                                 | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |
| STANDARD                                 | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                               |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| LEARNING STANDARD / DISCIPLINE           |          | Production and Distribution of Writing                                                                                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.6.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.6.5.   | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                 |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| LEARNING STANDARD / DISCIPLINE           |          | Research to Build and Present Knowledge                                                                                                                                                                                                                                             |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.6.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                   |
| STANDARD                                 | W.6.9.b. | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").                                                          |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| LEARNING STANDARD / DISCIPLINE           |          | Range of Writing                                                                                                                                                                                                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.6.10.  | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| STANDARD                              | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |
| STANDARD                              | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                        |
| STANDARD                              | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                  |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                                                                                           |
|---------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                    |
| STANDARD                              | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD                              | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                                    |
|---------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STANDARD                              | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|
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|                                         |          |                                                                                                                                                                                                              |
|-----------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.6.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.                                       |
| STANDARD                                | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| STANDARD                                | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Language Standards                                                                                                                                                                                           |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.6.6.   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - 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 /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>7.                                                    | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10.                                                   | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Text Types and Purposes</b>                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.                                                    | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Range of Writing</b>                                                                                                                                                                |

|                                                                                 |                |                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                                |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                                            |                | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | CCRA.S<br>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.                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                                |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>College and Career Readiness Anchor Standards for Language</b>               |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                                            |                | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | CCRA.L.<br>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.                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                                |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>College and Career Readiness Anchor Standards for Language</b>               |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                                            |                | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE                                           | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                                |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>Reading Standards for Informational Text</b>                                 |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                                            |                | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | RI.7.1.        | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | RI.7.3.        | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                              |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Informational Text****LEARNING  
STANDARD /  
DISCIPLINE****Craft and Structure**DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.7.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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

W.7.2.

**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

STANDARD

W.7.2.a.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

STANDARD

W.7.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STANDARD

W.7.2.c.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

STANDARD

W.7.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD

W.7.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards****LEARNING  
STANDARD /  
DISCIPLINE****Production and Distribution of Writing**DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.7.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.7.5.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

|                                   |           |                                                                                                                                                                                                                                                                                             |
|-----------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE    |           | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.7.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING STANDARD / DISCIPLINE    |           | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.7.9.    | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                           |
| STANDARD                          | W.7.9.b.  | Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                  |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING STANDARD / DISCIPLINE    |           | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.7.10.   | Write routinely over extended 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.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                          | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                          | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| STANDARD                          | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| STANDARD                          | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Speaking and Listening Standards                                                                                                                                                                                                                                                            |

|                                                  |                           |                                                                                                                                                                                                                         |
|--------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                              |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | SL.7.4.                   | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Conventions of Standard English</b>                                                                                                                                                                                  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | L.7.1.                    | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                           |
| <b>STANDARD</b>                                  | L.7.1.b.                  | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Conventions of Standard English</b>                                                                                                                                                                                  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | L.7.2.                    | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                                                               |
| <b>STANDARD</b>                                  | L.7.2.a.                  | Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | L.7.3.                    | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                     |
| <b>STANDARD</b>                                  | L.7.3.a.                  | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | L.7.4.                    | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>                                           |
| <b>STANDARD</b>                                  | L.7.4.a.                  | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                           |

|                                                  |          |                                                                                                                                                                                                              |
|--------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | L.7.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.7.6.   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

|                                                  |               |                                                                                                                                                                                             |
|--------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Key Ideas and Details</b>                                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Range of Reading and Level of Text Complexity |
|--------------------------------------|--|-----------------------------------------------|
|--------------------------------------|--|-----------------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
|--------------------------------------|--|-------------------------|
|--------------------------------------|--|-------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------------|--|----------------------------------------|
|--------------------------------------|--|----------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
|--------------------------------------|--|-----------------------------------------|
|--------------------------------------|--|-----------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|
|--------------------------------------|--|------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE  |                | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE  |               | Knowledge of Language                                                                                                                                                                           |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|---------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |         | Key Ideas and Details                                                                                                                         |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Craft and Structure |
|--------------------------------------|--|---------------------|
|--------------------------------------|--|---------------------|

|                                                  |          |                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |          | Text Types and Purposes                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                   |
| STANDARD                                         | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                                       |
| STANDARD                                         | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                           |
| STANDARD                                         | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                           |
| STANDARD                                         | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                   |
| STANDARD                                         | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |          | Production and Distribution of Writing                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.5.   | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |          | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.8.   | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.10. | Write routinely over extended 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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

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| STANDARD | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| STANDARD | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
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| STANDARD | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.8.1.b. | Form and use verbs in the active and passive voice. |
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| STANDARD                                 | L.8.1.d.      | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                           |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Language Standards</b>                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                        |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>L.8.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b> |

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| STANDARD | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| STANDARD | L.8.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>L.8.6.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

Lesson 12: Unit 4 Summarizing a Reference, p. 109-120

**Illinois Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013**

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

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

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                | Text Types and Purposes                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                | Production and Distribution of Writing                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                               |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                | Research to Build and Present Knowledge                                                                                                                                                     |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>9.                                                            | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                       |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Range of Writing                                                                                                                                                                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10.                                                           | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                                                                       |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Speaking and Listening |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>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 /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Language               |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>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 /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Language               |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>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 /<br>DISCIPLINARY<br>CONCEPT | Reading Standards for Informational Text                                 |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.1.                                         | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.2.                                         | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.3.                                         | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings                                                                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.7.                                         | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.6.2.</b>                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| STANDARD                                         | W.6.2.a.                                        | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.6.2.b.                                        | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                                         | W.6.2.c.                                        | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                                         | W.6.2.d.                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |

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| STANDARD                                         | W.6.2.f.  | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                           |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Production and Distribution of Writing</b>                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.4.    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.5.    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                           |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                     |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | W.6.9.    | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                           |
| STANDARD                                         | W.6.9.b.  | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                           |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Range of Writing</b>                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.10.   | Write routinely over extended 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.              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | SL.6.1.   | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| STANDARD                                         | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                  |

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| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                     |
| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                           |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

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| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| STANDARD | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

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| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

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| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD                                         | L.6.4.a.                  | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| STANDARD                                         | L.6.4.d.                  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                              |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.6.6.                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

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| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Key Ideas and Details</b>                                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>2.                                                    | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>3.                                                    | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Range of Reading and Level of Text Complexity |
|--------------------------------------|--|-----------------------------------------------|
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DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
|--------------------------------------|--|-------------------------|
|--------------------------------------|--|-------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
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DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
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DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|
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DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE  |                | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE  |               | Knowledge of Language                                                                                                                                                                           |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|---------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |         | Key Ideas and Details                                                                                                                                                      |
|---------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.7.1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.7.3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

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

|                                          |               |                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.7.4.       | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                                                                        |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                             |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>W.7.2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                           |
| STANDARD                                 | W.7.2.a.      | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                 | W.7.2.b.      | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STANDARD                                 | W.7.2.c.      | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                     |
| STANDARD                                 | W.7.2.d.      | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                  |
| STANDARD                                 | W.7.2.f.      | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                         |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.7.4.        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                                                   |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.7.5.        | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                                                         |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                             |

|                                         |                                  |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.8.                           | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.9.                           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                           |
| STANDARD                                | W.7.9.b.                         | Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.10.                          | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Comprehension and Collaboration                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.1.                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                                | SL.7.1.a.                        | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                | SL.7.1.b.                        | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| STANDARD                                | SL.7.1.c.                        | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| STANDARD                                | SL.7.1.d.                        | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                         |

|                                         |                    |                                                                                                                                                                                                                         |
|-----------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.4.            | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Conventions of Standard English                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                  |
| STANDARD                                | L.7.1.b.           | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Conventions of Standard English                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.2.             | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                      |
| STANDARD                                | L.7.2.a.           | Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).                                                                                      |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Knowledge of Language                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.3.             | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.                                                                                                                            |
| STANDARD                                | L.7.3.a.           | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                     |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.4.             | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.                                                  |
| STANDARD                                | L.7.4.a.           | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                           |
| STANDARD                                | L.7.4.d.           | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                         |

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

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Illinois Learning Standards****Language Arts****Grade 8 - 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  
DISCIPLINECCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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 /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10.                                                           | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                      |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Text Types and Purposes                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>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 /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Production and Distribution of Writing                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4.                                                            | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5.                                                            | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Research to Build and Present Knowledge                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>9.                                                            | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Range of Writing                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10.                                                           | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Speaking and Listening |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Comprehension and Collaboration                                                                                                                                                                   |

|                                                  |                                                                   |                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b> |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b> |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b>                   |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.1.                                                           | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b>                   |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.4.                                                           | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                                          |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                                                                   | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                             |
|---------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                              | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                              | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                     |
| STANDARD                              | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                     |
| STANDARD                              | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                             |
| STANDARD                              | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                              | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                      |
| STANDARD                              | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                    |
| STANDARD                              | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
|---------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                        |
|---------------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD                              | L.8.1.b. | Form and use verbs in the active and passive voice.                                                    |
| STANDARD                              | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                     |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                        |
|---------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |

|                                                  |                           |                                                                                                                                                                                                              |
|--------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | L.8.4.a.                  | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| STANDARD                                         | L.8.4.d.                  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                              |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.8.6.                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 13: Unit 5 Writing from Pictures, p. 121-130

## Illinois Learning Standards

### Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

#### LEARNING STANDARD / DISCIPLINE

#### Text Types and Purposes

#### DESCRIPTOR / CONTENT DISCIPLINE

CCRA.W.  
2.

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

#### DESCRIPTOR / CONTENT DISCIPLINE

CCRA.W.  
3.

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

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

#### LEARNING STANDARD / DISCIPLINE

#### Production and Distribution of Writing

#### DESCRIPTOR / CONTENT DISCIPLINE

CCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### DESCRIPTOR / CONTENT DISCIPLINE

CCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

| LEARNING STANDARD / DISCIPLINE    |                                                                          | Range of Writing                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W.10.                                                               | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                                                                       |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Speaking and Listening |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.S.L.1.                                                              | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                                                                                                                                              |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Language               |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.L.4.                                                                | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| 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.6.3.                                                                   | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                        |
| STANDARD                          | W.6.3.a.                                                                 | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                                                                                   |
| STANDARD                          | W.6.3.c.                                                                 | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                 |
| STANDARD                          | W.6.3.d.                                                                 | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                                                                                                                                                     |
| STANDARD                          | W.6.3.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.6.4.    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)    |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.5.    | With some 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.6.10.   | Write routinely over extended 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.6.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                          | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| STANDARD                          | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |
| STANDARD                          | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                        |
| STANDARD                          | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                  |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Language Standards                                                                                                                                                                                                          |
| LEARNING STANDARD / DISCIPLINE    |           | Conventions of Standard English                                                                                                                                                                                             |
| DESCRIPTOR / CONTENT DISCIPLINE   | L.6.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                      |
| STANDARD                          | L.6.1.d.  | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                    |

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| STANDARD                                 | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                 |
| LEARNING STANDARD / DISCIPLINE           |          | Conventions of Standard English                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.6.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                        |

|                                          |          |                                                                                                 |
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| STANDARD                                 | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Language Standards</b>                                                                       |
| LEARNING STANDARD / DISCIPLINE           |          | Knowledge of Language                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.6.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.    |

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| STANDARD                                 | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                                                    |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                                                    |
| LEARNING STANDARD / DISCIPLINE           |          | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.6.6.   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

|                                          |            |                                                                                                                                                                                        |
|------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |            | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| LEARNING STANDARD / DISCIPLINE           |            | Text Types and Purposes                                                                                                                                                                |
| DESCRIPTOR / CONTENT DISCIPLINE          | CCRA.W. 2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / CONTENT DISCIPLINE          | CCRA.W. 3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                 |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Production and Distribution of Writing                                                                                               |
|---------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Writing**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |                | Range of Writing                                                                                                                                                                                  |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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<br>STANDARD /<br>DISCIPLINE  |                 | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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.7.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

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| STANDARD | W.7.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
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| STANDARD | W.7.3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

|                                |  |                                        |
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| LEARNING STANDARD / DISCIPLINE |  | Production and Distribution of Writing |
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|                                 |        |                                                                                                                                                                                                                          |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.7.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

|                                |  |                                         |
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| LEARNING STANDARD / DISCIPLINE |  | Research to Build and Present Knowledge |
|--------------------------------|--|-----------------------------------------|

|                                 |        |                                                                                                                                                                                                                                                                                             |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.7.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|---------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

|                                |  |                  |
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| LEARNING STANDARD / DISCIPLINE |  | Range of Writing |
|--------------------------------|--|------------------|

|                                 |         |                                                                                                                                                                                                                       |
|---------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | W.7.10. | Write routinely over extended 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. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                |  |                                 |
|--------------------------------|--|---------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Comprehension and Collaboration |
|--------------------------------|--|---------------------------------|

|                                 |         |                                                                                                                                                                                                                             |
|---------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.7.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                      |
| STANDARD | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                            |
| STANDARD | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                            |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                      |  |                                     |
|--------------------------------------|--|-------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
|--------------------------------------|--|-------------------------------------|

|                                       |         |                                                                                                                                                                                                                         |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|          |          |                                                                                                                       |
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| STANDARD | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                              |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                                |
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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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|                                       |        |                                                                                                                                                                                                              |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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## Illinois Learning Standards

### Language Arts

Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
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|                                       |               |                                                                                                                                                                                        |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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|                                       |               |                                                                                                                                                        |
|---------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
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|---------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------|

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|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

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

#### College and Career Readiness Anchor Standards for Speaking and Listening

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Comprehension and Collaboration |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.S<br>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.                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>College and Career Readiness Anchor Standards for Language</b> |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE                             | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>Writing Standards</b>                                          |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.8.2.         | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |
| STANDARD                                                          | W.8.2.b.       | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>Writing Standards</b>                                          |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.8.3.         | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                        |
| STANDARD                                                          | W.8.3.c.       | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.                                                                                                                                           |
| STANDARD                                                          | W.8.3.e.       | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>Writing Standards</b>                                          |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.8.4.         | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                                                                |

|                                         |           |                                                                                                                                                                                                                                                                                             |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.5.    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.10.   | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.8.1.   | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| STANDARD                                | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                      |
| STANDARD                                | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                    |
| STANDARD                                | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                                                  |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | SL.8.4.                   | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Conventions of Standard English</b>                                                                                                                                                                                               |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.8.1.</b>             | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                        |

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| STANDARD | L.8.1.b. | Form and use verbs in the active and passive voice.                |
| STANDARD | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |

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| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                              |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.8.6.                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 14: Unit 5 Writing from Pictures, p. 131-140

**Illinois Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

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| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Text Types and Purposes</b>                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>2.                                                    | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>3.                                                    | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                          |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                                                        |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.6.3.</b>                                                                   | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                                                                                 |
| STANDARD                                         | W.6.3.a.                                                                        | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                                                                                   |

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| STANDARD | W.6.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| STANDARD | W.6.3.d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                     |
| STANDARD | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events.                                                              |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.10. | Write routinely over extended 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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Comprehension and Collaboration |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                        |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD                              | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).               |

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| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                                    |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| STANDARD | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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**Illinois Learning Standards****Language Arts****Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Writing**

| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                                                 |
|-----------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 3.  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                                                  |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                                               |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                           |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                                               |
| LEARNING STANDARD / DISCIPLINE    |             | Range of Writing                                                                                                                                                                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                |
| LEARNING STANDARD / DISCIPLINE    |             | Comprehension and Collaboration                                                                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.S L.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                              |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| LEARNING STANDARD / DISCIPLINE    |             | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.L. 4.  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.3.        | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                        |
| STANDARD                                         | W.7.3.c.      | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                 |
| STANDARD                                         | W.7.3.e.      | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.4.        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.5.        | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.8.        | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                             |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Range of Writing                                                                                                                                                                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.10.       | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                              | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                          |
| STANDARD                              | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                |
| STANDARD                              | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                     |
|---------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                                       |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                |
| STANDARD                              | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Knowledge of Language                                                                                               |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3.   | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.                        |
| STANDARD                              | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Illinois Learning Standards****Language Arts****Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Writing**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Text Types and Purposes                                                                                                                                                                |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Production and Distribution of Writing                                                                                               |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>Writing Standards</b>                         |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.2.         | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |
| STANDARD                                         | W.8.2.b.       | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>Writing Standards</b>                         |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.3.         | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                        |
| STANDARD                                         | W.8.3.c.       | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.                                                                                                                                           |
| STANDARD                                         | W.8.3.e.       | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                              |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                              | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                      |
| STANDARD                              | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                    |

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| STANDARD                                 | SL.8.1.d.                               | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Speaking and Listening Standards</b> |                                                                                                                                              |

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b> |  |
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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
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| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.8.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
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| STANDARD | L.8.1.b. | Form and use verbs in the active and passive voice. |
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| STANDARD | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b> |  |
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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
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|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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Lesson 15: Unit 5 Writing from Pictures, p. 141-148

## Illinois Learning Standards

### Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |  |
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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
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|---------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>3.                                                                   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                                                                                                                                                                  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |          | Text Types and Purposes                                                                                                                                               |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.3.   | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.      |
| STANDARD                              | W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| STANDARD                              | W.6.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                               |
| STANDARD                              | W.6.3.d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                   |
| STANDARD                              | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events.                                                                                            |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                   |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.5. | With some 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<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|          |           |                                                                                                                                                                                                                   |
|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                  |
| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                              |
| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                        |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                                                                                                           |
|---------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                    |
| STANDARD                              | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD                              | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                                                    |
|---------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STANDARD                              | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                              |
|---------------------------------------|----------|----------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Knowledge of Language                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| STANDARD                              | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style.                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

| LEARNING STANDARD / DISCIPLINE  |            | Text Types and Purposes                                                                                                                                                                |
|---------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                 |

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

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

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

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

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Speaking and Listening

| LEARNING STANDARD / DISCIPLINE    |             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.S L.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                                                                                                                                              |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| LEARNING STANDARD / DISCIPLINE    |             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.L. 4.  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| 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.7.3.      | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                        |
| STANDARD                          | W.7.3.c.    | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                 |
| STANDARD                          | W.7.3.e.    | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                              |
| STATE GOAL / DISCIPLINARY CONCEPT |             | Writing Standards                                                                                                                                                                                                                                                                                                                       |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.7.4.      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                                                                |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.7.5.      | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                                                                      |
| STATE GOAL / DISCIPLINARY CONCEPT |             | Writing Standards                                                                                                                                                                                                                                                                                                                       |

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|------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>    |           | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.7.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |           | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.7.10.   | Write routinely over extended 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.                                                                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE          | SL.7.1.   | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| STANDARD                                 | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                 | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| STANDARD                                 | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| STANDARD                                 | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |           | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE          | SL.7.4.   | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.                                                                     |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |           | <b>Language Standards</b>                                                                                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |           | <b>Conventions of Standard English</b>                                                                                                                                                                                                                                                      |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                       |
| STANDARD                                | L.7.1.b.           | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                        |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                              |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Knowledge of Language                                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.3.             | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.                                                                                                                 |
| STANDARD                                | L.7.3.a.           | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                              |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.6.             | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL /  
DISCIPLINARY  
CONCEPT

College and Career Readiness Anchor Standards for Writing

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

|                                      |  |                                        |
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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
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|                                                  |                                                                                 |                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                                                        |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.8.2.</b>                                                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                        |
| STANDARD                                         | W.8.2.b.                                                                        | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Text Types and Purposes                                                                                                                                                                       |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.3.   | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                              |
| STANDARD                              | W.8.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. |

|          |          |                                                                                            |
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| STANDARD | W.8.3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
|----------|----------|--------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE |  | Comprehension and Collaboration |
|--------------------------------------|--|---------------------------------|
|--------------------------------------|--|---------------------------------|

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| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>SL.8.1.</b>                          | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>   |
| STANDARD                                         | SL.8.1.a.                               | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.              |
| STANDARD                                         | SL.8.1.b.                               | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                               |
| STANDARD                                         | SL.8.1.c.                               | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                             |
| STANDARD                                         | SL.8.1.d.                               | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Speaking and Listening Standards</b> |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | SL.8.4.                                 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Conventions of Standard English</b>                                                                                                                                                                                               |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.8.1.</b>                           | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                        |
| STANDARD                                         | L.8.1.b.                                | Form and use verbs in the active and passive voice.                                                                                                                                                                                  |
| STANDARD                                         | L.8.1.d.                                | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                                                   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.8.6.                                  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                         |

Lesson 16: Unit 6 Summarizing Multiple References, p. 149-158

## Language Arts

Grade 6 - 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 |
|--------------------------------|--|-------------------------|
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|--------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.                                                                   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE |  | Knowledge of Language |
|--------------------------------------|--|-----------------------|
|--------------------------------------|--|-----------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
|--------------------------------------|--|-----------------------|
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Craft and Structure |
|--------------------------------------|--|---------------------|
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Integration of Knowledge and Ideas |
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.6.7.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Text Types and Purposes                                                                                                                                                   |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

STANDARD

W.6.2.a.

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

STANDARD

W.6.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STANDARD

W.6.2.c.

Use appropriate transitions to clarify the relationships among ideas and concepts.

STANDARD

W.6.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD

W.6.2.f.

Provide a concluding statement or section that follows from the information or explanation presented.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------------|--|----------------------------------------|
|--------------------------------------|--|----------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.6.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.6.5.

With some 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<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
|--------------------------------------|--|-----------------------------------------|
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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|                                       |        |                                                                                                                                                                                                                                                             |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |        |                                                                                                          |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | <b>Research to Build and Present Knowledge</b>                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.9. | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

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| STANDARD | W.6.9.b. | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                      |  |                         |
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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | <b>Range of Writing</b> |
|--------------------------------------|--|-------------------------|

|                                       |         |                                                                                                                                                                                                                       |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.10. | Write routinely over extended 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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                       |         |                                                                                                                                                                                                                                    |
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| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1. | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

|          |           |                                                                                                                                                                                                                   |
|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                                    |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|          |          |                                                                                                 |
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| STANDARD | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
|----------|----------|-------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|          |          |                                                                           |
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| STANDARD | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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|          |          |                                                                                                                                                 |
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| STANDARD | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - 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 /<br>CONTENT<br>DISCIPLINE                            | CCRA.R.<br>10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                                   |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE                             |                | Text Types and Purposes                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>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.            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                                   |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE                             |                | Production and Distribution of Writing                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                                   |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE                             |                | Research to Build and Present Knowledge                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>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 /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                 |                |                                                                                                                                                                                                   |
| <b>College and Career Readiness Anchor Standards for Writing</b> |                |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE                             |                | Range of Writing                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                            | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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  
DISCIPLINECCRA.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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.7.1.

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.7.3.

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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

|                                          |               |                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.7.4.       | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                                                                        |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                             |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>W.7.2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                           |
| STANDARD                                 | W.7.2.a.      | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                 | W.7.2.b.      | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STANDARD                                 | W.7.2.c.      | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                     |
| STANDARD                                 | W.7.2.d.      | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                  |
| STANDARD                                 | W.7.2.f.      | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                         |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.7.4.        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                                                   |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.7.5.        | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                                                         |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                             |

|                                         |                                  |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.8.                           | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.9.                           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                           |
| STANDARD                                | W.7.9.b.                         | Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.10.                          | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Comprehension and Collaboration                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.1.                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                                | SL.7.1.a.                        | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                | SL.7.1.b.                        | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| STANDARD                                | SL.7.1.c.                        | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| STANDARD                                | SL.7.1.d.                        | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                         |

|                                         |                    |                                                                                                                                                                                                                         |
|-----------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.4.            | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Conventions of Standard English                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                  |
| STANDARD                                | L.7.1.b.           | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Knowledge of Language                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.3.             | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.                                                                                                                            |
| STANDARD                                | L.7.3.a.           | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                     |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.4.             | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.                                                  |
| STANDARD                                | L.7.4.a.           | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                           |
| STANDARD                                | L.7.4.d.           | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                         |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.6.             | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.            |
| Illinois Learning Standards             |                    |                                                                                                                                                                                                                         |

## Language Arts

Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

### STATE GOAL / DISCIPLINARY CONCEPT

### College and Career Readiness Anchor Standards for Reading

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Key Ideas and Details                                                                                                      |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Craft and Structure                                                                                                                                                                         |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Integration of Knowledge and Ideas                                                                                                 |
|---------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |                | Range of Reading and Level of Text Complexity                                                |
|---------------------------------------|----------------|----------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
|--------------------------------------|--|-------------------------|
|--------------------------------------|--|-------------------------|

|                                                  |                                                                                 |                                                                                                                                                                                                   |
|--------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.                                                                   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Informational Text****LEARNING  
STANDARD /  
DISCIPLINE****Craft and Structure**DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

W.8.2.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

|          |          |                                                                                                                                                                                                                                                       |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                     |
| STANDARD | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                     |
| STANDARD | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                             |
| STANDARD | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                              | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                      |
| STANDARD                              | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                    |
| STANDARD                              | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
|---------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                        |
|---------------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD                              | L.8.1.b. | Form and use verbs in the active and passive voice.                                                    |
| STANDARD                              | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                     |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                        |
|---------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD                                         | L.8.4.a.                  | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| STANDARD                                         | L.8.4.d.                  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                              |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.8.6.                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 17: Unit 6 Summarizing Multiple References, p. 159-174

## Illinois Learning Standards

### Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

|                                               |               |                                                                                                                            |
|-----------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |               | <b>Key Ideas and Details</b>                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>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

|                                               |               |                                                                                                                                                                                             |
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| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |               | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>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

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| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
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|--------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>7.                                                    | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10.                                                   | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Text Types and Purposes</b>                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.                                                    | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |

| LEARNING STANDARD / DISCIPLINE |  | Range of Writing |
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| 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. |
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Speaking and Listening**

| LEARNING STANDARD / DISCIPLINE |  | Comprehension and Collaboration |
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| 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. |
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Language**

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

| LEARNING STANDARD / DISCIPLINE |  | Vocabulary Acquisition and Use |
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| 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. |
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| 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. |
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**STATE GOAL / DISCIPLINARY CONCEPT** **Reading Standards for Informational Text**

| LEARNING STANDARD / DISCIPLINE |  | Key Ideas and Details |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.1.                                         | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.2.                                         | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.3.                                         | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings                                                                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.7.                                         | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.6.2.</b>                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| STANDARD                                         | W.6.2.a.                                        | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.6.2.b.                                        | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                                         | W.6.2.c.                                        | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                                         | W.6.2.d.                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |

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| STANDARD                                         | W.6.2.f.      | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.4.        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.5.        | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.7.        | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.8.        | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                              |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.6.9.</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                    |
| STANDARD                                         | W.6.9.b.      | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").                                  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Range of Writing</b>                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.10.       | Write routinely over extended 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.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

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| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                  |
| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                              |
| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                        |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                                    |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| STANDARD | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
|----------|----------|-------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE |  | Knowledge of Language |
|--------------------------------|--|-----------------------|
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.6.3.             | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                 |
| STANDARD                                | L.6.3.a.           | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                                                    |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                              |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.6.4.             | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.                                       |
| STANDARD                                | L.6.4.a.           | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| STANDARD                                | L.6.4.d.           | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                              |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.6.6.             | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

|                                       |               |                                                                                                                            |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Key Ideas and Details                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE    |             | Craft and Structure                                                                                                                                                                         |
|-----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 4.  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.      |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                               |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |

|                                          |                                                                                 |                                                                                                                                                                                                                         |
|------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                          |
| 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.                                                                                                                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                 |
| 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.                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| 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.                              |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| 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.                         |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                         |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| 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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.7.1.                                         | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.7.3.                                         | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.7.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.7.2.</b>                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                        |
| STANDARD                                         | W.7.2.a.                                        | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.              |
| STANDARD                                         | W.7.2.b.                                        | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                    |
| STANDARD                                         | W.7.2.c.                                        | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                  |
| STANDARD                                         | W.7.2.d.                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                               |
| STANDARD                                         | W.7.2.f.                                        | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                      |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Research to Build and Present Knowledge                                                                                                                                                                                                    |
|---------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                          |
| STANDARD                              | W.7.9.b. | Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE |  | Comprehension and Collaboration |
|--------------------------------------|--|---------------------------------|
|--------------------------------------|--|---------------------------------|

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                              | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                              | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                          |
| STANDARD                              | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                |
| STANDARD                              | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                     |
|---------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                                       |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                |
| STANDARD                              | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Knowledge of Language                                                                                               |
|---------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3.   | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.                        |
| STANDARD                              | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                        |               |                                                                                                                                                                               |
|----------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.7.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

|          |          |                                                                                                                                                               |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                                                                                 |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.7.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|                                 |        |                                                                                                                                                                                                              |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Illinois Learning Standards

### Language Arts

Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

|                                 |            |                                                                                                                            |
|---------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------|
| 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**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

|                                 |            |                                                                                                                                                                                             |
|---------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|---------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

| LEARNING STANDARD / DISCIPLINE    |                                                           | Integration of Knowledge and Ideas                                                                                                                                                     |
|-----------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 7.                                                | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                     |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                        |
| LEARNING STANDARD / DISCIPLINE    |                                                           | Range of Reading and Level of Text Complexity                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 10.                                               | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                        |
| LEARNING STANDARD / DISCIPLINE    |                                                           | Text Types and Purposes                                                                                                                                                                |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.                                                | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                        |
| LEARNING STANDARD / DISCIPLINE    |                                                           | Production and Distribution of Writing                                                                                                                                                 |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.                                                | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.                                                | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                        |
| LEARNING STANDARD / DISCIPLINE    |                                                           | Research to Build and Present Knowledge                                                                                                                                                |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 8.                                                | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.      |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 9.                                                | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING  
STANDARD /  
DISCIPLINE****Range of Writing**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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 /<br>CONTENT<br>DISCIPLINE            | RI.8.1.                                         | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                       |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                       |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                        |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.8.2.</b>                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                      |
| STANDARD                                         | W.8.2.a.                                        | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.8.2.b.                                        | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                     |
| STANDARD                                         | W.8.2.c.                                        | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                     |
| STANDARD                                         | W.8.2.d.                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                             |
| STANDARD                                         | W.8.2.f.                                        | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                       |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.4.                                          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.5.                                          | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                              | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                      |
| STANDARD                              | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                    |
| STANDARD                              | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
|--------------------------------------|--|-------------------------------------|
|--------------------------------------|--|-------------------------------------|

|                                         |                    |                                                                                                                                                                                                                                      |
|-----------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.8.4.            | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                                      |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Conventions of Standard English                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.8.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                               |
| STANDARD                                | L.8.1.b.           | Form and use verbs in the active and passive voice.                                                                                                                                                                                  |
| STANDARD                                | L.8.1.d.           | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                                                   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                                      |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.8.4.             | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.                                                                |
| STANDARD                                | L.8.4.a.           | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                                        |
| STANDARD                                | L.8.4.d.           | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                                      |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                                                      |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.8.6.             | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                         |

Lesson 18: Unit 6 Summarizing Multiple References, p. 175-184

Illinois Learning Standards

Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL /  
DISCIPLINARY  
CONCEPT

College and Career Readiness Anchor Standards for Reading

| LEARNING STANDARD / DISCIPLINE    |             | Key Ideas and Details                                                                                                                                                                       |
|-----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 2.  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 3.  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Craft and Structure                                                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 4.  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 7.  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.      |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |

| LEARNING STANDARD / DISCIPLINE    |                                                                          | Production and Distribution of Writing                                                                                                                                                            |
|-----------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.                                                               | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.                                                               | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Research to Build and Present Knowledge                                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 8.                                                               | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                 |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 9.                                                               | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Range of Writing                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 10.                                                              | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Speaking and Listening |                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Comprehension and Collaboration                                                                                                                                                                   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.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    |                                                                          | 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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Informational Text****LEARNING  
STANDARD /  
DISCIPLINE****Craft and Structure**DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

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

RI.6.7.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Text Types and Purposes                                                                                                                                                                                                                                                             |
|---------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                           |
| STANDARD                              | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                              | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                              | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                              | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |
| STANDARD                              | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                               |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                   |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.5. | With some 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<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                     |
|---------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

|                                        |               |                                                                                                          |
|----------------------------------------|---------------|----------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |               | <b>Research to Build and Present Knowledge</b>                                                           |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.6.9.</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

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| STANDARD | W.6.9.b. | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |         |                                                                                                                                                                                                                       |
|---------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.10. | Write routinely over extended 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. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                        |                |                                                                                                                                                                                                                                    |
|----------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>SL.6.1.</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

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| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                        |               |                                                                                                               |
|----------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |               | <b>Conventions of Standard English</b>                                                                        |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.6.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| STANDARD                                 | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                    |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                                                    |
| LEARNING STANDARD / DISCIPLINE           |          | Conventions of Standard English                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.6.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                           |
| STANDARD                                 | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                                                                                                              |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                                                    |
| LEARNING STANDARD / DISCIPLINE           |          | Knowledge of Language                                                                                                                                                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.6.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                 |
| STANDARD                                 | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                                                    |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                                                    |
| LEARNING STANDARD / DISCIPLINE           |          | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.6.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.                                       |
| STANDARD                                 | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| STANDARD                                 | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                                                    |
| LEARNING STANDARD / DISCIPLINE           |          | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.6.6.   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - 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  
DISCIPLINECCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE  |               | Production and Distribution of Writing                                                                                               |
|---------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Research to Build and Present Knowledge                                                                                                                                           |
|---------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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 /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |                | Range of Writing                                                                                                                                                                                  |
|---------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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<br>STANDARD /<br>DISCIPLINE  |                | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE |  | Knowledge of Language |
|--------------------------------------|--|-----------------------|
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.L.<br>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.                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |               |                                                                                                                                                                                                                                                                                                                                         |
| <b>College and Career Readiness Anchor Standards for Language</b> |               |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |               | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE                             | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |               |                                                                                                                                                                                                                                                                                                                                         |
| <b>Reading Standards for Informational Text</b>                   |               |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |               | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | RI.7.1.       | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | RI.7.3.       | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |               |                                                                                                                                                                                                                                                                                                                                         |
| <b>Reading Standards for Informational Text</b>                   |               |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |               | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | RI.7.4.       | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |               |                                                                                                                                                                                                                                                                                                                                         |
| <b>Writing Standards</b>                                          |               |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |               | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.7.2.        | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |

|          |          |                                                                                                                                                                                                                                                                                                                            |
|----------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STANDARD | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                     |
| STANDARD | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                  |
| STANDARD | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                         |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                      |  |                                        |
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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------------|--|----------------------------------------|

|                                       |        |                                                                                                                                                                                                                          |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                       |        |                                                                                                                                                                                                                                    |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                      |  |                                         |
|--------------------------------------|--|-----------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
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|                                       |        |                                                                                                                                                                                                                                                                                             |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                      |  |                                         |
|--------------------------------------|--|-----------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| STANDARD | W.7.9.b. | Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|
|--------------------------------------|--|------------------|

|                                       |         |                                                                                                                                                                                                                       |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.10. | Write routinely over extended 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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|          |           |                                                                                                                                                                                                                         |
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| STANDARD | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| STANDARD | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
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| STANDARD | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| STANDARD | L.7.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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**Illinois Learning Standards****Language Arts****Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
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|                                       |               |                                                                                                                            |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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|-----------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3.                                             | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                           | Craft and Structure                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>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 /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                           | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7.                                             | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                           | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10.                                            | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                           | Text Types and Purposes                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>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 /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                           | Production and Distribution of Writing                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4.                                             | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.                                                                   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.        |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Knowledge of Language</b>                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                             |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.1.                                         | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.8.2.</b>                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                        |
| STANDARD                                         | W.8.2.a.                                        | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                                                                                   |
| STANDARD                                         | W.8.2.b.                                        | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STANDARD                                         | W.8.2.c.                                        | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                       |
| STANDARD                                         | W.8.2.d.                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                               |
| STANDARD                                         | W.8.2.f.                                        | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                      |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                              | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                      |

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| STANDARD                                         | SL.8.1.c.                               | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                             |
| STANDARD                                         | SL.8.1.d.                               | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Speaking and Listening Standards</b> |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | SL.8.4.                                 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Conventions of Standard English</b>                                                                                                                                                                                               |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.8.1.</b>                           | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                        |
| STANDARD                                         | L.8.1.b.                                | Form and use verbs in the active and passive voice.                                                                                                                                                                                  |
| STANDARD                                         | L.8.1.d.                                | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                                                   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.8.4.</b>                           | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                                         |
| STANDARD                                         | L.8.4.a.                                | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                                        |
| STANDARD                                         | L.8.4.d.                                | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.8.6.                                  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                         |

**Illinois Learning Standards****Language Arts**

Grade 6 - 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  
DISCIPLINECCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.            |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| 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.                                                                                     |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| 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.                                                                                                 |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| 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. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE           |                                                                                 | Comprehension and Collaboration                                                                                                                                                                   |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>L.2. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>Reading Standards for Informational Text</b>  |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |                | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.1.        | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.2.        | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.6.3.        | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>Reading Standards for Informational Text</b>  |                |                                                                                                                                                                                                                                                                                                                                         |

| LEARNING STANDARD / DISCIPLINE    |          | Craft and Structure                                                                                                                                                                                                                                                                 |
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| DESCRIPTOR / CONTENT DISCIPLINE   | RI.6.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings                                                                                                                                                    |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Reading Standards for Informational Text                                                                                                                                                                                                                                            |
| LEARNING STANDARD / DISCIPLINE    |          | Integration of Knowledge and Ideas                                                                                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | RI.6.7.  | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                         |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |          | Text Types and Purposes                                                                                                                                                                                                                                                             |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                           |
| STANDARD                          | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                          | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                          | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                          | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |
| STANDARD                          | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                               |
| STATE GOAL / DISCIPLINARY CONCEPT |          | Writing Standards                                                                                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |          | Production and Distribution of Writing                                                                                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.5.   | With some 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<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                     |
|---------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Research to Build and Present Knowledge                                                                                                                                                                                    |
|---------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                          |
| STANDARD                              | W.6.9.b. | Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| STANDARD                              | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |

|                                          |           |                                                                                                                                                                           |
|------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                 | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                      |
| STANDARD                                 | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |           | <b>Language Standards</b>                                                                                                                                                 |
| LEARNING STANDARD / DISCIPLINE           |           | Conventions of Standard English                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.6.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                    |
| STANDARD                                 | L.6.1.d.  | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD                                 | L.6.1.e.  | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |           | <b>Language Standards</b>                                                                                                                                                 |
| LEARNING STANDARD / DISCIPLINE           |           | Conventions of Standard English                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.6.2.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                        |
| STANDARD                                 | L.6.2.a.  | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                                                                           |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |           | <b>Language Standards</b>                                                                                                                                                 |
| LEARNING STANDARD / DISCIPLINE           |           | Knowledge of Language                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.6.3.    | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                              |
| STANDARD                                 | L.6.3.a.  | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                 |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |           | <b>Language Standards</b>                                                                                                                                                 |
| LEARNING STANDARD / DISCIPLINE           |           | Vocabulary Acquisition and Use                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.6.4.    | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.    |
| STANDARD                                 | L.6.4.a.  | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.             |

|                                                  |                           |                                                                                                                                                                                                              |
|--------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | L.6.4.d.                  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                              |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.6.6.                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

|                                                  |                                                                  |                                                                                                                                                                                             |
|--------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Key Ideas and Details</b>                                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>2.                                                    | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>3.                                                    | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.                                                                                                                                              |
| 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    |                                                                          | 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 /<br>CONTENT<br>DISCIPLINE            | RI.7.1.                                         | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.7.3.                                         | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.7.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                                                                        |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                             |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.7.2.</b>                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                           |
| STANDARD                                         | W.7.2.a.                                        | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.7.2.b.                                        | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STANDARD                                         | W.7.2.c.                                        | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                     |
| STANDARD                                         | W.7.2.d.                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                  |
| STANDARD                                         | W.7.2.f.                                        | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.4.                                          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                                                   |

|                                         |           |                                                                                                                                                                                                                                                                                             |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.5.    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.7.    | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.9.    | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                                    |
| STANDARD                                | W.7.9.b.  | Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.10.   | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.1.   | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| STANDARD                                | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |

|          |           |                                                                                                                                                                              |
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| STANDARD | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                           |
| STANDARD | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
| STANDARD | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                 |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                       |         |                                                                                                                                                                                                                         |
|---------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                                                       |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | <b>Conventions of Standard English</b>                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1.   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>         |
| STANDARD                              | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                                                     |
|---------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | <b>Knowledge of Language</b>                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3.   | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>                 |
| STANDARD                              | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                                                                                                               |
|---------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.4.   | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |
| STANDARD                              | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                 |

|                                                  |                           |                                                                                                                                                                                                              |
|--------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | L.7.4.d.                  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                              |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.7.6.                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

|                                                  |                                                                  |                                                                                                                                                                                             |
|--------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Key Ideas and Details</b>                                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>2.                                                    | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>3.                                                    | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.                                                                                                                                              |
| 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    |                                                                          | 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                                                                                                                                                                                                                                                                                                                   |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.1.                                         | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                       |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                       |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                        |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.8.2.</b>                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                      |
| STANDARD                                         | W.8.2.a.                                        | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.8.2.b.                                        | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                     |
| STANDARD                                         | W.8.2.c.                                        | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                     |
| STANDARD                                         | W.8.2.d.                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                             |
| STANDARD                                         | W.8.2.f.                                        | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                       |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.4.                                          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.5.                                          | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                              | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                      |
| STANDARD                              | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                    |
| STANDARD                              | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | SL.8.4.                   | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                                                      |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Conventions of Standard English</b>                                                                                                                                                                                               |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.8.1.</b>             | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                        |

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| STANDARD | L.8.1.b. | Form and use verbs in the active and passive voice.                |
| STANDARD | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |

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| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                              |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                        |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.8.4.</b>             | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b> |

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| STANDARD | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| STANDARD | L.8.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).               |

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| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                              |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.8.6.                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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**Illinois Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013**

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                                                 |
|-----------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                  |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                                               |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                           |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                                                               |
| LEARNING STANDARD / DISCIPLINE    |             | Range of Writing                                                                                                                                                                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                |
| LEARNING STANDARD / DISCIPLINE    |             | Comprehension and Collaboration                                                                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.S L.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                              |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| LEARNING STANDARD / DISCIPLINE    |             | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.L. 4.  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| STATE GOAL / DISCIPLINARY CONCEPT |             | Writing Standards                                                                                                                                                                                                       |

| LEARNING STANDARD / DISCIPLINE  |        | Text Types and Purposes                                                                                                                                                   |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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| STANDARD | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |
| STANDARD | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                               |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE |  | Production and Distribution of Writing |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.5. | With some 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 |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE |  | Range of Writing |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.6.10. | Write routinely over extended 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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

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| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                  |
| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                              |
| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                        |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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| Illinois Learning Standards                       |  |  |
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| Language Arts                                     |  |  |
| Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013 |  |  |

  

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| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |  | <b>College and Career Readiness Anchor Standards for Writing</b> |
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| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |  | <b>College and Career Readiness Anchor Standards for Writing</b> |
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| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |  | <b>College and Career Readiness Anchor Standards for Writing</b> |
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| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Range of Writing</b> |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |  | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
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| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Language**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Text Types and Purposes                                                                                                                                                   |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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| STANDARD | W.7.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
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| STANDARD | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| STANDARD | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
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| STANDARD | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| STANDARD | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

|                                          |                |                                                                                                                                                                                                                                                                                             |
|------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.7.8.         | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |                | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.7.10.        | Write routinely over extended 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.                                                                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |                | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>SL.7.1.</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| STANDARD                                 | SL.7.1.a.      | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                 | SL.7.1.b.      | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| STANDARD                                 | SL.7.1.c.      | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| STANDARD                                 | SL.7.1.d.      | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |                | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE          | SL.7.4.        | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.                                                                     |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |                | <b>Language Standards</b>                                                                                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                | <b>Conventions of Standard English</b>                                                                                                                                                                                                                                                      |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| STANDARD | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                              |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                                |
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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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## Illinois Learning Standards

### Language Arts

Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                      |  |                         |
|--------------------------------------|--|-------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
|--------------------------------------|--|-------------------------|

|                                       |               |                                                                                                                                                                                        |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                      |  |                                        |
|--------------------------------------|--|----------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------------|--|----------------------------------------|

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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|-----------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5.                                                            | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                         |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                                                                       |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Range of Writing                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10.                                                           | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                     |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Speaking and Listening |                                                                                                                                                                                                                                                       |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Comprehension and Collaboration                                                                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>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 /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Language               |                                                                                                                                                                                                                                                       |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Vocabulary Acquisition and Use                                                                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4.                                                            | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                               |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                                                        |                                                                                                                                                                                                                                                       |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Text Types and Purposes                                                                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.2.                                                                   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                             |
| STANDARD                                | W.8.2.a.                                                                 | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                | W.8.2.b.                                                                 | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                     |
| STANDARD                                | W.8.2.c.                                                                 | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                     |
| STANDARD                                | W.8.2.d.                                                                 | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                             |

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| STANDARD                                         | W.8.2.f.  | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.4.    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.5.    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.10.   | Write routinely over extended 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.                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | SL.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                                         | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                         | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                      |

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| STANDARD | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| STANDARD | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.             |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.8.1.b. | Form and use verbs in the active and passive voice. |
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| STANDARD | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                                |
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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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Lesson 21: Unit 7 Inventive Writing, p. 205-214

**Illinois Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                      |  |                         |
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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
|--------------------------------------|--|-------------------------|

|                                         |                                                                          |                                                                                                                                                                                                                         |
|-----------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>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 /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Production and Distribution of Writing                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4.                                                            | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5.                                                            | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                           |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Range of Writing                                                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10.                                                           | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Speaking and Listening |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Comprehension and Collaboration                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>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 /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Language               |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4.                                                            | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                                                        |                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Text Types and Purposes                                                                                                                                                                                                 |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                           |
|--------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                                         | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                                         | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |
| STANDARD                                         | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                               |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |          | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.5.   | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |          | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.8.   | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |          | <b>Range of Writing</b>                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.10.  | Write routinely over extended 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.                                                               |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                             |

| LEARNING STANDARD / DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|          |           |                                                                                                                                                                                                                   |
|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                  |
| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                              |
| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                        |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|          |          |                                                                                                                                                                           |
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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Knowledge of Language                                                                        |
|---------------------------------|--------|----------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|          |          |                                                                           |
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| STANDARD | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style. |
|----------|----------|---------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

# Illinois Learning Standards

## Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

### STATE GOAL / DISCIPLINARY CONCEPT

### College and Career Readiness Anchor Standards for Writing

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
|--------------------------------------|--|-------------------------|
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|                                       |               |                                                                                                                                                                                        |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
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|---------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                                       |               |                                                                                                               |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|
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|---------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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<br>STANDARD /<br>DISCIPLINE |  | Comprehension and Collaboration |
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|--------------------------------------|--|---------------------------------|

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|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|
|--------------------------------------|--|--------------------------------|

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|--------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Text Types and Purposes                                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.2.        | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                  |
| STANDARD                                         | W.7.2.a.      | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.7.2.b.      | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STANDARD                                         | W.7.2.c.      | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                     |
| STANDARD                                         | W.7.2.d.      | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                  |
| STANDARD                                         | W.7.2.f.      | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Production and Distribution of Writing                                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.4.        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.5.        | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.8.        | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                              | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                          |
| STANDARD                              | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                |
| STANDARD                              | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                     |
|---------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                                       |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                |
| STANDARD                              | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

|          |          |                                                                                                                     |
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| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|
|--------------------------------------|--|--------------------------------|

|                                       |        |                                                                                                                                                                                                              |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Illinois Learning Standards****Language Arts****Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Writing**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
|--------------------------------------|--|-------------------------|
|--------------------------------------|--|-------------------------|

|                                       |               |                                                                                                                                                                                        |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------------|--|----------------------------------------|
|--------------------------------------|--|----------------------------------------|

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

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

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

| LEARNING STANDARD / DISCIPLINE    |                                                                          | Range of Writing                                                                                                                                                                                                                                      |
|-----------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W.10.                                                               | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                     |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Speaking and Listening |                                                                                                                                                                                                                                                       |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Comprehension and Collaboration                                                                                                                                                                                                                       |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.S.L.1.                                                              | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                                                            |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Language               |                                                                                                                                                                                                                                                       |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Vocabulary Acquisition and Use                                                                                                                                                                                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.L.4.                                                                | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                               |
| STATE GOAL / DISCIPLINARY CONCEPT | Writing Standards                                                        |                                                                                                                                                                                                                                                       |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Text Types and Purposes                                                                                                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.2.                                                                   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                             |
| STANDARD                          | W.8.2.a.                                                                 | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                          | W.8.2.b.                                                                 | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                     |
| STANDARD                          | W.8.2.c.                                                                 | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                     |
| STANDARD                          | W.8.2.d.                                                                 | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                             |
| STANDARD                          | W.8.2.f.                                                                 | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                    |
| STATE GOAL / DISCIPLINARY CONCEPT | Writing Standards                                                        |                                                                                                                                                                                                                                                       |

| LEARNING STANDARD / DISCIPLINE    |           | Production and Distribution of Writing                                                                                                                                                                                                                                                      |
|-----------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.4.    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.5.    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING STANDARD / DISCIPLINE    |           | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING STANDARD / DISCIPLINE    |           | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.10.   | Write routinely over extended 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.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                          | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                          | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                      |
| STANDARD                          | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                    |
| STANDARD                          | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards****LEARNING  
STANDARD /  
DISCIPLINE****Presentation of Knowledge and Ideas**DESCRIPTOR /  
CONTENT  
DISCIPLINE

SL.8.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

L.8.1.

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

STANDARD

L.8.1.b.

Form and use verbs in the active and passive voice.

STANDARD

L.8.1.d.

Recognize and correct inappropriate shifts in verb voice and mood.

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

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Lesson 22: Unit 7 Inventive Writing, p. 215-222****Illinois Learning Standards****Language Arts****Grade 6 - 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  
DISCIPLINECCRA.W.  
2.

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

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

| LEARNING STANDARD / DISCIPLINE    |                                                                          | Production and Distribution of Writing                                                                                                                                                                                                                                              |
|-----------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.                                                               | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.                                                               | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                                       |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                                                                                                     |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Range of Writing                                                                                                                                                                                                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 10.                                                              | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                   |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Speaking and Listening |                                                                                                                                                                                                                                                                                     |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Comprehension and Collaboration                                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.S L.1.                                                              | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                                                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Language               |                                                                                                                                                                                                                                                                                     |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.L. 4.                                                               | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                             |
| STATE GOAL / DISCIPLINARY CONCEPT | Writing Standards                                                        |                                                                                                                                                                                                                                                                                     |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Text Types and Purposes                                                                                                                                                                                                                                                             |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.2.                                                                   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                           |
| STANDARD                          | W.6.2.a.                                                                 | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

|                                          |          |                                                                                                                                                                                                                                                             |
|------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                 | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                        |
| STANDARD                                 | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                          |
| STANDARD                                 | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                   |
| STANDARD                                 | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |          | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.6.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                    |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.6.5.   | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                         |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |          | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.6.8.   | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |          | <b>Range of Writing</b>                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.6.10.  | Write routinely over extended 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.                                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                     |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |          | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE          | SL.6.1.  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                 |

|          |           |                                                                                                                                                                                                                   |
|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                  |
| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                              |
| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                        |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                                                                                                           |
|---------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                    |
| STANDARD                              | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD                              | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                              |
|---------------------------------------|----------|----------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Knowledge of Language                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| STANDARD                              | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style.                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |          |                                                                                                                                                                                                           |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Vocabulary Acquisition and Use                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.                                    |
| STANDARD                              | L.6.4.c. | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

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

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

| LEARNING STANDARD / DISCIPLINE  |            | Production and Distribution of Writing                                                                                               |
|---------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

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

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Speaking and Listening

| LEARNING STANDARD / DISCIPLINE |  | Comprehension and Collaboration |
|--------------------------------|--|---------------------------------|
|--------------------------------|--|---------------------------------|

|                                                                   |                |                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.S<br>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.                                                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                                                            |
| <b>College and Career Readiness Anchor Standards for Language</b> |                |                                                                                                                                                                                                                                                                                                                            |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.L.<br>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.                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                                                            |
| <b>Writing Standards</b>                                          |                |                                                                                                                                                                                                                                                                                                                            |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Text Types and Purposes                                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.7.2.         | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                  |
| STANDARD                                                          | W.7.2.a.       | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                                          | W.7.2.b.       | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STANDARD                                                          | W.7.2.c.       | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                     |
| STANDARD                                                          | W.7.2.d.       | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                  |
| STANDARD                                                          | W.7.2.f.       | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                                                            |
| <b>Writing Standards</b>                                          |                |                                                                                                                                                                                                                                                                                                                            |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Production and Distribution of Writing                                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.7.4.         | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.7.5.         | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                                                         |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards****LEARNING  
STANDARD /  
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.7.8.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards****LEARNING  
STANDARD /  
DISCIPLINE****Range of Writing**DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.7.10.

Write routinely over extended 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.7.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

STANDARD

SL.7.1.a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

STANDARD

SL.7.1.b.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

STANDARD

SL.7.1.c.

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

STANDARD

SL.7.1.d.

Acknowledge new information expressed by others and, when warranted, modify their own views.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards****LEARNING  
STANDARD /  
DISCIPLINE****Presentation of Knowledge and Ideas**DESCRIPTOR /  
CONTENT  
DISCIPLINE

SL.7.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

|                                 |        |                                                                                                        |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE | L.7.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|          |          |                                                                                                                       |
|----------|----------|-----------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
|----------|----------|-----------------------------------------------------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |        |                                                                                              |
|---------------------------------|--------|----------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Knowledge of Language                                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

|          |          |                                                                                                                     |
|----------|----------|---------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |        |                                                                                                                                                                        |
|---------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

|          |          |                                                                                                                                                                                                                                   |
|----------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.7.4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
|----------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                |  |                                |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------|--|--------------------------------|

|                                 |        |                                                                                                                                                                                                              |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Illinois Learning Standards

### Language Arts

Grade 8 - 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 /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.                                  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                                                        |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                          |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                   |
|--------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                                       |
| STANDARD                                         | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                           |
| STANDARD                                         | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                           |
| STANDARD                                         | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                   |
| STANDARD                                         | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |          | Production and Distribution of Writing                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.4.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.5.   | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |          | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.8.   | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |          | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.10.  | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                              | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                      |
| STANDARD                              | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                    |
| STANDARD                              | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
|---------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                        |
|---------------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD                              | L.8.1.b. | Form and use verbs in the active and passive voice.                                                    |
| STANDARD                              | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                     |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                        |
|---------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |

|                                          |                           |                                                                                                                                                                                                                                   |
|------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                 | L.8.4.c.                  | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                                                   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                             |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.8.6.                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                      |

Lesson 23: Unit 7 Inventive Writing, p. 223-230

## Illinois Learning Standards

### Language Arts

#### Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

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

|                                       |            |                                                                                                                                                                                        |
|---------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |            | <b>Text Types and Purposes</b>                                                                                                                                                         |
| 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

|                                       |            |                                                                                                                                      |
|---------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |            | <b>Production and Distribution of Writing</b>                                                                                        |
| 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

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                                  |                                                                                 |                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.                                                             |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                                                        |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                      |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.6.2.</b>                                                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                    |
| STANDARD                                         | W.6.2.a.                                                                        | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.6.2.b.                                                                        | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                                         | W.6.2.c.                                                                        | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                                         | W.6.2.d.                                                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |
| STANDARD                                         | W.6.2.f.                                                                        | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                               |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                                                        |                                                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                       |

|                                                  |                                         |                                                                                                                                                                                                                                                             |
|--------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.4.                                  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.5.                                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.8.                                  | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Range of Writing</b>                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.10.                                 | Write routinely over extended 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.                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Speaking and Listening Standards</b> |                                                                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                      |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>SL.6.1.</b>                          | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                          |
| STANDARD                                         | SL.6.1.a.                               | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                           |
| STANDARD                                         | SL.6.1.b.                               | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                            |
| STANDARD                                         | SL.6.1.c.                               | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                                                        |
| STANDARD                                         | SL.6.1.d.                               | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                                                  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                                             |

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|----------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |               | <b>Conventions of Standard English</b>                                                                        |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.6.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

|                                        |               |                                                                                                     |
|----------------------------------------|---------------|-----------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |               | <b>Knowledge of Language</b>                                                                        |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.6.3.</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

|          |          |                                                                           |
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| STANDARD | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style. |
|----------|----------|---------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

|                                        |               |                                                                                                                                                                                                                     |
|----------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.6.6.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

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

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

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

|                                       |  |                                               |
|---------------------------------------|--|-----------------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|-----------------------------------------------|

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|--------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                                   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                                                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                                                        |                                                                                                                                                                                                                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                             |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.7.2.</b>                                                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                           |
| STANDARD                                         | W.7.2.a.                                                                        | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.7.2.b.                                                                        | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |

|                                                  |                |                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | W.7.2.c.       | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                      |
| STANDARD                                         | W.7.2.d.       | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                   |
| STANDARD                                         | W.7.2.f.       | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.4.         | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.5.         | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.8.         | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.10.        | Write routinely over extended 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.                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>SL.7.1.</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| STANDARD                                         | SL.7.1.a.      | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |

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| STANDARD | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                           |
| STANDARD | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
| STANDARD | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                 |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                      |  |                                     |
|--------------------------------------|--|-------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
|--------------------------------------|--|-------------------------------------|

|                                       |         |                                                                                                                                                                                                                         |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
|---------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                                 |
|--------------------------------------|--|---------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Conventions of Standard English |
|--------------------------------------|--|---------------------------------|

|                                       |        |                                                                                                        |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| STANDARD | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
|----------|----------|-----------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                       |
|--------------------------------------|--|-----------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Knowledge of Language |
|--------------------------------------|--|-----------------------|

|                                       |        |                                                                                              |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |
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| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                                |
|--------------------------------------|--|--------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|

|                                       |        |                                                                                                                                                                                                              |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Language Arts

### Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

#### LEARNING STANDARD / DISCIPLINE

#### Text Types and Purposes

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W.  
2.

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

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

#### LEARNING STANDARD / DISCIPLINE

#### Production and Distribution of Writing

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

#### LEARNING STANDARD / DISCIPLINE

#### Range of Writing

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W.  
10.

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

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Speaking and Listening

#### LEARNING STANDARD / DISCIPLINE

#### Comprehension and Collaboration

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S  
L.1.

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

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Language

#### LEARNING STANDARD / DISCIPLINE

#### Vocabulary Acquisition and Use

|                                                  |               |                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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.                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Text Types and Purposes                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.2.        | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                   |
| STANDARD                                         | W.8.2.a.      | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                                       |
| STANDARD                                         | W.8.2.b.      | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                           |
| STANDARD                                         | W.8.2.c.      | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                           |
| STANDARD                                         | W.8.2.d.      | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                   |
| STANDARD                                         | W.8.2.f.      | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Production and Distribution of Writing                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.4.        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.5.        | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.8.        | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|
|--------------------------------------|--|------------------|

|                                       |         |                                                                                                                                                                                                                       |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|          |           |                                                                                                                                                                                                                         |
|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |           |                                                                                                                                                        |
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| STANDARD | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|----------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |           |                                                                                                                                                          |
|----------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
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| STANDARD | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|----------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
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|--------------------------------------|--|-------------------------------------|

|                                       |         |                                                                                                                                                                                                                                      |
|---------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
|---------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|          |          |                                                     |
|----------|----------|-----------------------------------------------------|
| STANDARD | L.8.1.b. | Form and use verbs in the active and passive voice. |
|----------|----------|-----------------------------------------------------|

|                                                  |          |                                                                                                                                                                                                              |
|--------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.8.6.   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 24: Unit 7 Inventive Writing, p. 231-240

## Illinois Learning Standards

### Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

|                                                  |               |                                                                                                                                                                                        |
|--------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Text Types and Purposes</b>                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Range of Writing</b>                                                                                                                                                                |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                                |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                                            |                | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | CCRA.S<br>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.                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                                |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>College and Career Readiness Anchor Standards for Language</b>               |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                                            |                | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE                                           | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                                |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>Writing Standards</b>                                                        |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                                            |                | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | W.6.2.         | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |
| STANDARD                                                                        | W.6.2.b.       | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                                |                |                                                                                                                                                                                                                                                                                                                                         |
| <b>Writing Standards</b>                                                        |                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE                                            |                | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                                           | W.6.3.         | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                        |
| STANDARD                                                                        | W.6.3.a.       | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                                                                                   |

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| STANDARD | W.6.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| STANDARD | W.6.3.d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                     |
| STANDARD | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events.                                                              |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                      |  |                                        |
|--------------------------------------|--|----------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                      |  |                                         |
|--------------------------------------|--|-----------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                      |  |                  |
|--------------------------------------|--|------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.10. | Write routinely over extended 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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                       |         |                                                                                                                                                                                                                             |
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| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

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| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                     |
| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                           |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                              |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

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|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Illinois Learning Standards**

**Language Arts**

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

| LEARNING STANDARD / DISCIPLINE    |                                                                          | Text Types and Purposes                                                                                                                                                                                                 |
|-----------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.                                                               | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 3.                                                               | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                                                  |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Production and Distribution of Writing                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.                                                               | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.                                                               | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                           |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Range of Writing                                                                                                                                                                                                        |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 10.                                                              | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Speaking and Listening |                                                                                                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Comprehension and Collaboration                                                                                                                                                                                         |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.S L.1.                                                              | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                              |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Language               |                                                                                                                                                                                                                         |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.L. 4.                                                               | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.2.        | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                        |
| STANDARD                                         | W.7.2.b.      | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.3.        | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                                                                                 |
| STANDARD                                         | W.7.3.a.      | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                                                                 |
| STANDARD                                         | W.7.3.c.      | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                 |
| STANDARD                                         | W.7.3.e.      | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.4.        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.5.        | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                                                                      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                          |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.8.                           | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.10.                          | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Comprehension and Collaboration                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.1.                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                                | SL.7.1.a.                        | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                | SL.7.1.b.                        | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| STANDARD                                | SL.7.1.c.                        | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| STANDARD                                | SL.7.1.d.                        | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.4.                          | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.                                                                     |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards               |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Conventions of Standard English                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.7.1.                           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                      |

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| STANDARD                                         | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                        |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |          | <b>Knowledge of Language</b>                                                                                                                                                                                 |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | L.7.3.   | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                          |
| STANDARD                                         | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | L.7.6.   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Writing

|                                                |               |                                                                                                                                                                                        |
|------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |               | <b>Text Types and Purposes</b>                                                                                                                                                         |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | CCRA.W.<br>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. |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | CCRA.W.<br>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

|                                                |               |                                                                                                                                      |
|------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |               | <b>Production and Distribution of Writing</b>                                                                                        |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5.                                                            | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                                                                                           |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Range of Writing                                                                                                                                                                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10.                                                           | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                                                                       |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Speaking and Listening |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>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 /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness Anchor Standards for Language               |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>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 /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                                                        |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                                                          | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.2.                                                                   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |
| STANDARD                                | W.8.2.b.                                                                 | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                                                        |                                                                                                                                                                                                                                                                                                                                         |

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| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                              |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>W.8.3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                                     |
| STANDARD                                 | W.8.3.a.      | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                     |
| STANDARD                                 | W.8.3.c.      | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.                                                                                               |
| STANDARD                                 | W.8.3.e.      | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.8.4.        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.8.5.        | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.8.8.        | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.8.10.       | Write routinely over extended 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.                                                                       |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |

|                                          |                                         |                                                                                                                                                                                                                                      |
|------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>SL.8.1.</b>                          | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>   |
| STANDARD                                 | SL.8.1.a.                               | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.              |
| STANDARD                                 | SL.8.1.b.                               | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                               |
| STANDARD                                 | SL.8.1.c.                               | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                             |
| STANDARD                                 | SL.8.1.d.                               | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                         |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Speaking and Listening Standards</b> |                                                                                                                                                                                                                                      |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                         | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE          | SL.8.4.                                 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                      |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                         | <b>Conventions of Standard English</b>                                                                                                                                                                                               |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>L.8.1.</b>                           | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                        |
| STANDARD                                 | L.8.1.a.                                | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.                                                                                                           |
| STANDARD                                 | L.8.1.b.                                | Form and use verbs in the active and passive voice.                                                                                                                                                                                  |
| STANDARD                                 | L.8.1.d.                                | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                                                   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                      |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                         | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.8.6.                                  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                         |

# Illinois Learning Standards

## Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

### STATE GOAL / DISCIPLINARY CONCEPT

### College and Career Readiness Anchor Standards for Writing

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
|--------------------------------------|--|-------------------------|
|--------------------------------------|--|-------------------------|

|                                       |               |                                                                                                                                                                                        |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------------|--|----------------------------------------|
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|                                       |               |                                                                                                                                      |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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|                                       |               |                                                                                                               |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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### STATE GOAL / DISCIPLINARY CONCEPT

### College and Career Readiness Anchor Standards for Writing

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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. |
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### STATE GOAL / DISCIPLINARY CONCEPT

### College and Career Readiness Anchor Standards for Writing

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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<br>STANDARD /<br>DISCIPLINE |  | Comprehension and Collaboration |
|--------------------------------------|--|---------------------------------|
|--------------------------------------|--|---------------------------------|

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|-------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.S<br>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.                                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                     |
| <b>College and Career Readiness Anchor Standards for Language</b> |                |                                                                                                                                                                                                                                                                                     |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.L.<br>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.                                                             |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                     |
| <b>Writing Standards</b>                                          |                |                                                                                                                                                                                                                                                                                     |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Text Types and Purposes                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.6.2.         | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                           |
| STANDARD                                                          | W.6.2.a.       | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                                          | W.6.2.b.       | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                                                          | W.6.2.c.       | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                                                          | W.6.2.d.       | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |
| STANDARD                                                          | W.6.2.f.       | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                               |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                     |
| <b>Writing Standards</b>                                          |                |                                                                                                                                                                                                                                                                                     |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Production and Distribution of Writing                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.6.4.         | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.6.5.         | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                     |
| <b>Writing Standards</b>                                          |                |                                                                                                                                                                                                                                                                                     |

| LEARNING STANDARD / DISCIPLINE    |           | Research to Build and Present Knowledge                                                                                                                                                                                                                     |
|-----------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.7.    | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                               |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.8.    | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Writing Standards                                                                                                                                                                                                                                           |
| LEARNING STANDARD / DISCIPLINE    |           | Range of Writing                                                                                                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.6.10.   | Write routinely over extended 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.6.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                 |
| STANDARD                          | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                           |
| STANDARD                          | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                            |
| STANDARD                          | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                                                        |
| STANDARD                          | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                                                  |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Language Standards                                                                                                                                                                                                                                          |
| LEARNING STANDARD / DISCIPLINE    |           | Conventions of Standard English                                                                                                                                                                                                                             |
| DESCRIPTOR / CONTENT DISCIPLINE   | L.6.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                      |
| STANDARD                          | L.6.1.d.  | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                                                    |

|                                          |          |                                                                                                                                                                           |
|------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                 | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                 |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |          | <b>Knowledge of Language</b>                                                                                                                                              |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | L.6.3.   | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                       |

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|------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                 | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                                                    |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | L.6.6.   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

|                                          |            |                                                                                                                                                                                        |
|------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |            | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |            | <b>Text Types and Purposes</b>                                                                                                                                                         |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | 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. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |            | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |            | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | 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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.S  
L.1.

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Language****LEARNING  
STANDARD /  
DISCIPLINE****Vocabulary Acquisition and Use**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

W.7.2.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

STANDARD

W.7.2.a.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

|          |          |                                                                                                                      |
|----------|----------|----------------------------------------------------------------------------------------------------------------------|
| STANDARD | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| STANDARD | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.               |
| STANDARD | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                            |
| STANDARD | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.   |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|          |           |                                                                                                                                                                                                                         |
|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                      |
| STANDARD | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                            |
| STANDARD | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                            |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                      |  |                                     |
|--------------------------------------|--|-------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
|--------------------------------------|--|-------------------------------------|

|                                       |         |                                                                                                                                                                                                                         |
|---------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
|---------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
|----------|----------|-----------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                              |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

|          |          |                                                                                                                     |
|----------|----------|---------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                      |  |                                |
|--------------------------------------|--|--------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|

|                                       |        |                                                                                                                                                                                                              |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

  

| Illinois Learning Standards                       |                                                           |                                                                                                                                                                                                   |
|---------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Arts                                     |                                                           |                                                                                                                                                                                                   |
| Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013 |                                                           |                                                                                                                                                                                                   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Text Types and Purposes                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.W.<br>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 /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Production and Distribution of Writing                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.W.<br>4.                                             | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.W.<br>5.                                             | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Research to Build and Present Knowledge                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.W.<br>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 /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Writing |                                                                                                                                                                                                   |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Range of Writing                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.W.<br>10.                                            | Write routinely over extended time frames (time for research, reflection, and revision) 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<br>STANDARD /<br>DISCIPLINE |  | Comprehension and Collaboration |
|--------------------------------------|--|---------------------------------|
|--------------------------------------|--|---------------------------------|

|                                       |                |                                                                                                                                                                                            |
|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|
|--------------------------------------|--|--------------------------------|

|                                       |               |                                                                                                                                                                                                                         |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Text Types and Purposes                                                                                                                                                   |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|          |          |                                                                                                                                                                                                                                                       |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | W.8.2.a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                                                                   |
|----------|----------|-----------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|----------|----------|-----------------------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                                                   |
|----------|----------|-------------------------------------------------------------------------------------------------------------------|
| STANDARD | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|----------|----------|-------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                           |
|----------|----------|-------------------------------------------------------------------------------------------|
| STANDARD | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------|----------|-------------------------------------------------------------------------------------------|

|          |          |                                                                                                                    |
|----------|----------|--------------------------------------------------------------------------------------------------------------------|
| STANDARD | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|----------|----------|--------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------------|--|----------------------------------------|
|--------------------------------------|--|----------------------------------------|

|                                       |        |                                                                                                                                                                                                                          |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                                  |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.5.                           | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.7.                           | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.8.                           | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.10.                          | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Comprehension and Collaboration                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.8.1.                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                                | SL.8.1.a.                        | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                | SL.8.1.b.                        | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                      |
| STANDARD                                | SL.8.1.c.                        | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                    |
| STANDARD                                | SL.8.1.d.                        | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |

| LEARNING STANDARD / DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
|---------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|          |          |                                                                                                                            |
|----------|----------|----------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.8.1.a. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| STANDARD | L.8.1.b. | Form and use verbs in the active and passive voice.                                                                        |
| STANDARD | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                                         |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 26: Unit 8 Formal Essay Models, p. 251-262

**Illinois Learning Standards**

**Language Arts**

**Grade 6 - 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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE  |               | Research to Build and Present Knowledge                                                                                                                                           |
|---------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>7. | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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 /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |                | Range of Writing                                                                                                                                                                                  |
|---------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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<br>STANDARD /<br>DISCIPLINE  |                | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE  |               | Knowledge of Language                                                                                                                                                                           |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Informational Text****LEARNING  
STANDARD /  
DISCIPLINE****Craft and Structure**DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

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

RI.6.7.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Text Types and Purposes                                                                                                                                                                                                                                                             |
|---------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                           |
| STANDARD                              | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                              | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                              | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                              | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |
| STANDARD                              | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                               |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                   |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.5. | With some 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<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                     |
|---------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | W.6.10. | Write routinely over extended 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.6.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                        | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| STANDARD                        | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |
| STANDARD                        | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                        |
| STANDARD                        | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                  |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |          | Conventions of Standard English                                                                                                                                           |
|---------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                    |
| STANDARD                        | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD                        | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |          | Knowledge of Language                                                                        |
|---------------------------------|----------|----------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.6.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| STANDARD                        | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style.                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

|          |          |                                                                                                                                                               |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                                                                                 |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Illinois Learning Standards****Language Arts****Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Key Ideas and Details                                                                                                      |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Craft and Structure                                                                                                                                                                         |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

|                                       |               |                                                                                                                                                                                   |
|---------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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 /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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**

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

**College and Career Readiness Anchor Standards for Speaking and Listening**

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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Comprehension and Collaboration |
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|                                       |                |                                                                                                                                                                                            |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>L.2. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Knowledge of Language |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

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| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               |                                                                                                                                                                                                                                                                                                                                         |
| <b>Reading Standards for Informational Text</b>  |               |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.7.1.       | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.7.3.       | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               |                                                                                                                                                                                                                                                                                                                                         |
| <b>Reading Standards for Informational Text</b>  |               |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.7.4.       | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               |                                                                                                                                                                                                                                                                                                                                         |
| <b>Writing Standards</b>                         |               |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |               | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.2.        | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |
| STANDARD                                         | W.7.2.a.      | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.              |
| STANDARD                                         | W.7.2.b.      | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                    |
| STANDARD                                         | W.7.2.c.      | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                  |
| STANDARD                                         | W.7.2.d.      | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                               |
| STANDARD                                         | W.7.2.f.      | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                      |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                             |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.7.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| STANDARD                              | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                          |

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| STANDARD                                         | SL.7.1.c.     | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                            |
| STANDARD                                         | SL.7.1.d.     | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Speaking and Listening Standards</b>                                                                                                                                                                                 |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | SL.7.4.       | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Conventions of Standard English</b>                                                                                                                                                                                  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.7.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                           |
| STANDARD                                         | L.7.1.b.      | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.7.3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                     |
| STANDARD                                         | L.7.3.a.      | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.7.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>                                           |
| STANDARD                                         | L.7.4.a.      | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                           |
| STANDARD                                         | L.7.4.d.      | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                         |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Illinois Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013**

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Key Ideas and Details                                                                                                      |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Craft and Structure                                                                                                                                                                         |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Integration of Knowledge and Ideas                                                                                                 |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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                                                                                                                                          |
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| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| LEARNING STANDARD / DISCIPLINE    |             | Text Types and Purposes                                                                                                                                                                |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| LEARNING STANDARD / DISCIPLINE    |             | Production and Distribution of Writing                                                                                                                                                 |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| LEARNING STANDARD / DISCIPLINE    |             | Research to Build and Present Knowledge                                                                                                                                                |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 7.  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 8.  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.      |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |
| STATE GOAL / DISCIPLINARY CONCEPT |             | College and Career Readiness Anchor Standards for Writing                                                                                                                              |

| LEARNING STANDARD / DISCIPLINE    |                                                                          | Range of Writing                                                                                                                                                                                                                                                                                                                        |
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| 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.                                                                                                                                              |
| 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    |                                                                          | 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                                                                                                                                                                                                                                                                                                                   |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.1.                                         | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.3.                                         | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).                                                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Informational Text</b> |                                                                                                                                                                                                                                                       |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RI.8.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                       |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                        |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.8.2.</b>                                   | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                      |
| STANDARD                                         | W.8.2.a.                                        | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                         | W.8.2.b.                                        | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                     |
| STANDARD                                         | W.8.2.c.                                        | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                     |
| STANDARD                                         | W.8.2.d.                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                             |
| STANDARD                                         | W.8.2.f.                                        | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                        |                                                                                                                                                                                                                                                       |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.8.4.                                          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                              |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.5.                           | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.7.                           | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.8.                           | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.10.                          | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Comprehension and Collaboration                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.8.1.                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                                | SL.8.1.a.                        | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                | SL.8.1.b.                        | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                      |
| STANDARD                                | SL.8.1.c.                        | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                    |
| STANDARD                                | SL.8.1.d.                        | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |

| LEARNING STANDARD / DISCIPLINE |  | Presentation of Knowledge and Ideas |
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| DESCRIPTOR / CONTENT DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                        |
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| DESCRIPTOR / CONTENT DISCIPLINE | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.8.1.a. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
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| STANDARD | L.8.1.b. | Form and use verbs in the active and passive voice. |
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| STANDARD | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                        |
|---------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |

|          |          |                                                                                                                                                               |
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| STANDARD | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                                                                                 |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.8.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 27: Unit 8 Formal Essay Models, p. 263-268

**Illinois Learning Standards**

**Language Arts**

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Writing****LEARNING  
STANDARD /  
DISCIPLINE****Text Types and Purposes**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE  |                | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE  |               | Vocabulary Acquisition and Use                                                                                                                                                                                          |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Integration of Knowledge and Ideas                                                                                                                                          |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Text Types and Purposes                                                                                                                                                                                                                                                             |
|---------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                           |
| STANDARD                              | W.6.2.a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                              | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                |
| STANDARD                              | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                  |
| STANDARD                              | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                           |

|                                                  |                |                                                                                                                                                                                                                                                             |
|--------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | W.6.2.f.       | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Writing Standards</b>                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.4.         | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.5.         | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Writing Standards</b>                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.7.         | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.8.         | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Writing Standards</b>                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Range of Writing</b>                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.10.        | Write routinely over extended 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.                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                      |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>SL.6.1.</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                          |
| STANDARD                                         | SL.6.1.a.      | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                           |

|          |           |                                                                                                                                                      |
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| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                     |
| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                           |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|          |          |                                                                                                                                                                           |
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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                              |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|          |          |                                                                           |
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| STANDARD | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style. |
|----------|----------|---------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |        |                                                                                                                                                                                                              |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Illinois Learning Standards**

**Language Arts**

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

| LEARNING STANDARD / DISCIPLINE    |                                                                          | Text Types and Purposes                                                                                                                                                                           |
|-----------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 2.                                                               | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Production and Distribution of Writing                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 4.                                                               | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 5.                                                               | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| STATE GOAL / DISCIPLINARY CONCEPT | College and Career Readiness Anchor Standards for Writing                |                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |                                                                          | Research to Build and Present Knowledge                                                                                                                                                           |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCRA.W. 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                                                                                                                                                                   |

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|-------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.S<br>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.                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.S<br>L.2. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                                                            |
| <b>College and Career Readiness Anchor Standards for Language</b> |                |                                                                                                                                                                                                                                                                                                                            |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.L.<br>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.                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                                                            |
| <b>Writing Standards</b>                                          |                |                                                                                                                                                                                                                                                                                                                            |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Text Types and Purposes                                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.7.2.         | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                  |
| STANDARD                                                          | W.7.2.a.       | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                                          | W.7.2.b.       | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| STANDARD                                                          | W.7.2.c.       | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                     |
| STANDARD                                                          | W.7.2.d.       | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                  |
| STANDARD                                                          | W.7.2.f.       | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                                                                                            |
| <b>Writing Standards</b>                                          |                |                                                                                                                                                                                                                                                                                                                            |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Production and Distribution of Writing                                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.7.4.         | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                                                   |

|                                         |           |                                                                                                                                                                                                                                                                                             |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.5.    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.7.    | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.10.   | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.1.   | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| STANDARD                                | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| STANDARD                                | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| STANDARD                                | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |

|                                |  |                                     |
|--------------------------------|--|-------------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Presentation of Knowledge and Ideas |
|--------------------------------|--|-------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE      SL.7.4.      Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

|                                |  |                                 |
|--------------------------------|--|---------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Conventions of Standard English |
|--------------------------------|--|---------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE      L.7.1.      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD      L.7.1.b.      Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

|                                |  |                       |
|--------------------------------|--|-----------------------|
| LEARNING STANDARD / DISCIPLINE |  | Knowledge of Language |
|--------------------------------|--|-----------------------|

DESCRIPTOR / CONTENT DISCIPLINE      L.7.3.      Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

STANDARD      L.7.3.a.      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

|                                |  |                                |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE      L.7.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Illinois Learning Standards

### Language Arts

Grade 8 - 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 /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>7.  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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 /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>9.  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Range of Writing</b>                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |                |                                                                                                                                                                                                   |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                | <b>Comprehension and Collaboration</b>                                                                                                                                                            |

|                                                                   |                |                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.S<br>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.                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.S<br>L.2. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                       |
| <b>College and Career Readiness Anchor Standards for Language</b> |                |                                                                                                                                                                                                                                                       |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Vocabulary Acquisition and Use                                                                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | CCRA.L.<br>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.                               |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                       |
| <b>Writing Standards</b>                                          |                |                                                                                                                                                                                                                                                       |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Text Types and Purposes                                                                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.8.2.         | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                             |
| STANDARD                                                          | W.8.2.a.       | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| STANDARD                                                          | W.8.2.b.       | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                     |
| STANDARD                                                          | W.8.2.c.       | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                     |
| STANDARD                                                          | W.8.2.d.       | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                             |
| STANDARD                                                          | W.8.2.f.       | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                    |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b>                  |                |                                                                                                                                                                                                                                                       |
| <b>Writing Standards</b>                                          |                |                                                                                                                                                                                                                                                       |
| LEARNING<br>STANDARD /<br>DISCIPLINE                              |                | Production and Distribution of Writing                                                                                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE                             | W.8.4.         | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                              |

|                                         |                                  |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.5.                           | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.7.                           | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.8.                           | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.8.10.                          | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Comprehension and Collaboration                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.8.1.                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                                | SL.8.1.a.                        | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                | SL.8.1.b.                        | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                      |
| STANDARD                                | SL.8.1.c.                        | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                    |
| STANDARD                                | SL.8.1.d.                        | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Speaking and Listening Standards |                                                                                                                                                                                                                                                                                             |

| LEARNING STANDARD / DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
|---------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|          |          |                                                                                                                            |
|----------|----------|----------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.8.1.a. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| STANDARD | L.8.1.b. | Form and use verbs in the active and passive voice.                                                                        |
| STANDARD | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                                         |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|---------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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**Illinois Learning Standards**

**Language Arts**

**Grade 6 - 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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
|--------------------------------------|--|-----------------------------------------|
|--------------------------------------|--|-----------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|
|--------------------------------------|--|------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Comprehension and Collaboration |
|--------------------------------------|--|---------------------------------|
|--------------------------------------|--|---------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Knowledge of Language |
|--------------------------------------|--|-----------------------|
|--------------------------------------|--|-----------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|
|--------------------------------------|--|--------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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 /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.1.                                 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.2.                                 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.3.                                 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                                                                                                                                                                |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.5.                                 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                                                                                                                                                               |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b> |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.10.                                | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                                                                             |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.6.2.</b>                           | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                        |
| STANDARD                                         | W.6.2.b.                                | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                    |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                   |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.5. | With some 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<br>STANDARD /<br>DISCIPLINE  |        | Research to Build and Present Knowledge                                                                                                                                                                                                                     |
|---------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Writing                                                                                                                                                                                                      |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.10. | Write routinely over extended 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<br>STANDARD /<br>DISCIPLINE  |           | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| STANDARD                              | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| STANDARD                              | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |

|                                                  |           |                                                                                                                                                                           |
|--------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                      |
| STANDARD                                         | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Language Standards</b>                                                                                                                                                 |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |           | Conventions of Standard English                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.6.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                    |
| STANDARD                                         | L.6.1.d.  | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| STANDARD                                         | L.6.1.e.  | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Language Standards</b>                                                                                                                                                 |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |           | Knowledge of Language                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.6.3.    | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                              |
| STANDARD                                         | L.6.3.a.  | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Language Standards</b>                                                                                                                                                 |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |           | Vocabulary Acquisition and Use                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.6.4.    | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.    |
| STANDARD                                         | L.6.4.a.  | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.             |
| STANDARD                                         | L.6.4.d.  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Language Standards</b>                                                                                                                                                 |
| LEARNING<br>STANDARD /<br>DISCIPLINE             |           | Vocabulary Acquisition and Use                                                                                                                                            |

|                                       |        |                                                                                                                                                                                                              |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

  

| Illinois Learning Standards                       |  |  |
|---------------------------------------------------|--|--|
| Language Arts                                     |  |  |
| Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013 |  |  |

  

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

  

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

  

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |                | College and Career Readiness Anchor Standards for Reading                                    |
|-----------------------------------------|----------------|----------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                | Range of Reading and Level of Text Complexity                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE  |               | Knowledge of Language                                                                                                                                                                           |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|---------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |         | Key Ideas and Details                                                                                                                   |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.7.1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.7.3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                         |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Range of Reading and Level of Text Complexity                                                                                                                                                               |
|---------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.7.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Text Types and Purposes |
|--------------------------------------|--|-------------------------|
|--------------------------------------|--|-------------------------|

|                                         |           |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.2.    | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                   |
| STANDARD                                | W.7.2.b.  | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                        |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | Production and Distribution of Writing                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.4.    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.5.    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |           | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.10.   | Write routinely over extended 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 /<br>DISCIPLINARY<br>CONCEPT |           | Speaking and Listening Standards                                                                                                                                                                                                                                                            |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |           | Comprehension and Collaboration                                                                                                                                                                                                                                                             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                                | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |

|          |           |                                                                                                                                                                              |
|----------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                           |
| STANDARD | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
| STANDARD | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                 |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                     |
|---------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Conventions of Standard English                                                                                       |
|---------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                |
| STANDARD                              | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Knowledge of Language                                                                                               |
|---------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3.   | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.                        |
| STANDARD                              | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Vocabulary Acquisition and Use                                                                                                                                         |
|---------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| STANDARD                              | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.          |

|                                                  |          |                                                                                                                                                                                                              |
|--------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | L.7.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |          | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.7.6.   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013

|                                                  |               |                                                                                                                                                                                             |
|--------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Key Ideas and Details</b>                                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>3. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                            |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE  |                | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE  |               | Knowledge of Language                                                                                                                                                                           |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|---------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |         | Key Ideas and Details                                                                                                                         |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.8.1. | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Craft and Structure                                                                                                                                                                                                                     |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.8.4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Literature****LEARNING  
STANDARD /  
DISCIPLINE****Range of Reading and Level of Text Complexity**DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

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

W.8.2.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

STANDARD

W.8.2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards****LEARNING  
STANDARD /  
DISCIPLINE****Production and Distribution of Writing**DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.5.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards****LEARNING  
STANDARD /  
DISCIPLINE****Research to Build and Present Knowledge**DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.7.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.8.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING STANDARD / DISCIPLINE    |           | Range of Writing                                                                                                                                                                                                                     |
|-----------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.10.   | Write routinely over extended 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.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.          |
| STANDARD                          | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.              |
| STANDARD                          | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                               |
| STANDARD                          | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                             |
| STANDARD                          | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                         |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Speaking and Listening Standards                                                                                                                                                                                                     |
| LEARNING STANDARD / DISCIPLINE    |           | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | SL.8.4.   | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Language Standards                                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |           | Conventions of Standard English                                                                                                                                                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE   | L.8.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                               |
| STANDARD                          | L.8.1.a.  | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.                                                                                                           |
| STANDARD                          | L.8.1.b.  | Form and use verbs in the active and passive voice.                                                                                                                                                                                  |

|                                          |               |                                                                                                                                                                              |
|------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                 | L.8.1.d.      | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                           |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Language Standards</b>                                                                                                                                                    |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                        |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>L.8.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b> |

|          |          |                                                                                                                                                               |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                                                                                 |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.8.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

|                                          |               |                                                                                                                                                                                                                     |
|------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>L.8.6.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 279-284

## Illinois Learning Standards

### Language Arts

#### Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

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

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

|                                                  |                                                                  |                                                                                                                                                                                        |
|--------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>6.                                                    | Assess how point of view or purpose shapes the content and style of a text.                                                                                                            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Integration of Knowledge and Ideas</b>                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>7.                                                    | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10.                                                   | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Text Types and Purposes</b>                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                         |

|                                                  |                                                                                 |                                                                                                                                                                                                                         |
|--------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b>                                         |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.2.                                                                         | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.3.                                                                         | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                                                |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b>                                         |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Craft and Structure</b>                                                                                                                                                                                              |

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|--------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.5.                                 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                                                                                   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b> |                                                                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.6.10.                                | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                 |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Text Types and Purposes</b>                                                                                                                                                                                                                              |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>W.6.2.</b>                           | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                            |
| STANDARD                                         | W.6.2.b.                                | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                        |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.4.                                  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.5.                                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.7.                                  | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.8.                                  | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|
|--------------------------------------|--|------------------|

|                                       |         |                                                                                                                                                                                                                       |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.10. | Write routinely over extended 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. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

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|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| STANDARD | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
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| STANDARD | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
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| STANDARD | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
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| STANDARD | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Knowledge of Language |
|--------------------------------------|--|-----------------------|
|--------------------------------------|--|-----------------------|

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|-----------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.6.3.             | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                 |
| STANDARD                                | L.6.3.a.           | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                                                    |
| STANDARD                                | L.6.3.b.           | Maintain consistency in style and tone.                                                                                                                                                                      |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                              |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.6.6.             | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / DISCIPLINARY CONCEPT

#### College and Career Readiness Anchor Standards for Reading

|                                       |               |                                                                                                                            |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Key Ideas and Details                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Craft and Structure                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE |  | Integration of Knowledge and Ideas |
|--------------------------------------|--|------------------------------------|

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|--------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>7.                                                    | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10.                                                   | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Text Types and Purposes</b>                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>4.                                                    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5.                                                    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>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.      |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |                                                                                                                                                                                        |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Range of Writing</b>                                                                                                                                                                |

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>10.                                                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>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.                              |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.L.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b>                                         |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                            |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.7.3.                                                                         | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                                                                                         |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Reading Standards for Literature</b>                                         |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | RL.7.10.                                                                        | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.             |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                                                        |                                                                                                                                                                                                                         |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.2.                                                                          | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                               |

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| STANDARD                                         | W.7.2.b.  | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                        |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.4.    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.5.    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.7.10.   | Write routinely over extended 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.                                                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |           | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |           | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | SL.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                                         | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                                         | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |

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| STANDARD                                         | SL.7.1.c.     | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                            |
| STANDARD                                         | SL.7.1.d.     | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                            |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Speaking and Listening Standards</b>                                                                                                                                                                                 |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                              |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | SL.7.4.       | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Conventions of Standard English</b>                                                                                                                                                                                  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.7.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                           |
| STANDARD                                         | L.7.1.b.      | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.7.3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                     |
| STANDARD                                         | L.7.3.a.      | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                     |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> |               | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.7.6.        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.            |

## Illinois Learning Standards

### Language Arts

Grade 8 - 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  
DISCIPLINECCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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<br>STANDARD /<br>DISCIPLINE  |               | Production and Distribution of Writing                                                                                               |
|---------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Research to Build and Present Knowledge                                                                                                                                           |
|---------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |                | Range of Writing                                                                                                                                                                                  |
|---------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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<br>STANDARD /<br>DISCIPLINE  |                | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE  |               | Vocabulary Acquisition and Use                                                                                                                                                                                          |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Reading and Level of Text Complexity |
|--------------------------------------|--|-----------------------------------------------|
|--------------------------------------|--|-----------------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Text Types and Purposes                                                                                                                                                   |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

STANDARD

W.8.2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------------|--|----------------------------------------|
|--------------------------------------|--|----------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.5.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
|--------------------------------------|--|-----------------------------------------|
|--------------------------------------|--|-----------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.7.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.8.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING STANDARD / DISCIPLINE    |           | Range of Writing                                                                                                                                                                                                                     |
|-----------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | W.8.10.   | Write routinely over extended 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.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.          |
| STANDARD                          | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.              |
| STANDARD                          | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                               |
| STANDARD                          | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                             |
| STANDARD                          | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                         |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Speaking and Listening Standards                                                                                                                                                                                                     |
| LEARNING STANDARD / DISCIPLINE    |           | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
| DESCRIPTOR / CONTENT DISCIPLINE   | SL.8.4.   | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Language Standards                                                                                                                                                                                                                   |
| LEARNING STANDARD / DISCIPLINE    |           | Conventions of Standard English                                                                                                                                                                                                      |
| DESCRIPTOR / CONTENT DISCIPLINE   | L.8.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                               |
| STANDARD                          | L.8.1.a.  | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.                                                                                                           |
| STANDARD                          | L.8.1.b.  | Form and use verbs in the active and passive voice.                                                                                                                                                                                  |

|                                                  |                           |                                                                                                                                                                                                              |
|--------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                         | L.8.1.d.                  | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b> |                                                                                                                                                                                                              |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | L.8.6.                    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 285-295

## Illinois Learning Standards

### Language Arts

Grade 6 - Adopted: 2010 (CCSS) / Implemented 2013

|                                                  |                                                                  |                                                                                                                                                                                             |
|--------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Key Ideas and Details</b>                                                                                                                                                                |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>2.                                                    | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>3.                                                    | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Craft and Structure</b>                                                                                                                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                                                  | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |                | Range of Reading and Level of Text Complexity                                                |
|---------------------------------------|----------------|----------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Text Types and Purposes                                                                                                                                                                |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Production and Distribution of Writing                                                                                               |
|---------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Research to Build and Present Knowledge                                                                                                                                           |
|---------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>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<br>STANDARD /<br>DISCIPLINE  |                | Range of Writing                                                                                                                                                                                  |
|---------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10. | Write routinely over extended time frames (time for research, reflection, and revision) 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<br>STANDARD /<br>DISCIPLINE  |                | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>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<br>STANDARD /<br>DISCIPLINE  |               | Knowledge of Language                                                                                                                                                                           |
|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |               | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|---------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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 /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>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<br>STANDARD /<br>DISCIPLINE  |         | Key Ideas and Details                                                                                                                                                      |
|---------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                      |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.6.2. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.6.3. | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.   |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Craft and Structure                                                                                                                                                       |
|---------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.6.5. | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |

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

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Range of Reading and Level of Text Complexity                                                                                                                                                               |
|---------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.6.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Text Types and Purposes                                                                                                                                                   |
|---------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| STANDARD                              | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                      |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Production and Distribution of Writing                                                                                                                                                                                   |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.6.5. | With some 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<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
|--------------------------------------|--|-----------------------------------------|
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|                                                  |                                         |                                                                                                                                                                                                                                                             |
|--------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.7.                                  | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.8.                                  | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Writing Standards</b>                |                                                                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Range of Writing</b>                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | W.6.10.                                 | Write routinely over extended 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.                                       |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Speaking and Listening Standards</b> |                                                                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                      |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>SL.6.1.</b>                          | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                          |
| STANDARD                                         | SL.6.1.a.                               | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                           |
| STANDARD                                         | SL.6.1.b.                               | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                            |
| STANDARD                                         | SL.6.1.c.                               | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                                                        |
| STANDARD                                         | SL.6.1.d.                               | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                                                  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>Language Standards</b>               |                                                                                                                                                                                                                                                             |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |                                         | <b>Conventions of Standard English</b>                                                                                                                                                                                                                      |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b>   | <b>L.6.1.</b>                           | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                                               |
| STANDARD                                         | L.6.1.d.                                | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                                                    |
| STANDARD                                         | L.6.1.e.                                | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                                                                   |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|          |          |                                                                           |
|----------|----------|---------------------------------------------------------------------------|
| STANDARD | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style. |
|----------|----------|---------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

|          |          |                                                                                                                                                               |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |          |                                                                                                                                                 |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | L.6.4.d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|
|--------------------------------------|--|--------------------------------|

|                                       |        |                                                                                                                                                                                                              |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Illinois Learning Standards****Language Arts****Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013****STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Key Ideas and Details |
|--------------------------------------|--|-----------------------|
|--------------------------------------|--|-----------------------|

|                                       |               |                                                                                                                            |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|

|                                       |               |                                                                                                   |
|---------------------------------------|---------------|---------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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 /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>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 /<br>DISCIPLINARY<br>CONCEPT | Reading Standards for Literature |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.7.1.                          | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.7.3.                          | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                                                                                                                                                                                                         |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Reading Standards for Literature |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.7.5.                          | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.                                                                                                                                                                                                                                 |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Reading Standards for Literature |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                                           |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.7.10.                         | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                                                                             |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                                                                         |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                                  | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.7.2.                           | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |
| STANDARD                                | W.7.2.b.                         | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                    |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Writing Standards                |                                                                                                                                                                                                                                                                                                                                         |

| LEARNING STANDARD / DISCIPLINE    |           | Production and Distribution of Writing                                                                                                                                                                                                                                                      |
|-----------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE   | W.7.4.    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)                                                                    |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.7.5.    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                                                          |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING STANDARD / DISCIPLINE    |           | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.7.8.    | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| STATE GOAL / DISCIPLINARY CONCEPT |           | Writing Standards                                                                                                                                                                                                                                                                           |
| LEARNING STANDARD / DISCIPLINE    |           | Range of Writing                                                                                                                                                                                                                                                                            |
| DESCRIPTOR / CONTENT DISCIPLINE   | W.7.10.   | Write routinely over extended 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.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| STANDARD                          | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| STANDARD                          | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| STANDARD                          | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| STANDARD                          | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Presentation of Knowledge and Ideas |
|--------------------------------------|--|-------------------------------------|
|--------------------------------------|--|-------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

SL.7.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Conventions of Standard English                                                                        |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

STANDARD

L.7.1.b.

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Knowledge of Language                                                                        |
|---------------------------------------|--------|----------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

STANDARD

L.7.3.a.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                         |
|---------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

STANDARD

L.7.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STANDARD

L.7.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Vocabulary Acquisition and Use |
|--------------------------------------|--|--------------------------------|
|--------------------------------------|--|--------------------------------|

|                                       |        |                                                                                                                                                                                                              |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|---------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

  

| Illinois Learning Standards                       |                                                           |                                                                                                                                                                                             |
|---------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Arts                                     |                                                           |                                                                                                                                                                                             |
| Grade 8 - Adopted: 2010 (CCSS) / Implemented 2013 |                                                           |                                                                                                                                                                                             |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Key Ideas and Details                                                                                                                                                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>2.                                             | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>3.                                             | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Craft and Structure                                                                                                                                                                         |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>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 /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Integration of Knowledge and Ideas                                                                                                                                                          |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>7.                                             | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT           | College and Career Readiness Anchor Standards for Reading |                                                                                                                                                                                             |
| LEARNING<br>STANDARD /<br>DISCIPLINE              |                                                           | Range of Reading and Level of Text Complexity                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE             | CCRA.R.<br>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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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****Knowledge of Language**DESCRIPTOR /  
CONTENT  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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  
DISCIPLINECCRA.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.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Literature****LEARNING  
STANDARD /  
DISCIPLINE****Craft and Structure**DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Reading Standards for Literature****LEARNING  
STANDARD /  
DISCIPLINE****Range of Reading and Level of Text Complexity**DESCRIPTOR /  
CONTENT  
DISCIPLINE

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Text Types and Purposes                                                                                                                                                   |
|---------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.8.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

STANDARD

W.8.2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------------|--|----------------------------------------|
|--------------------------------------|--|----------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.5.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Research to Build and Present Knowledge |
|--------------------------------------|--|-----------------------------------------|
|--------------------------------------|--|-----------------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.7.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.8.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| LEARNING<br>STANDARD /<br>DISCIPLINE |  | Range of Writing |
|--------------------------------------|--|------------------|
|--------------------------------------|--|------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

W.8.10.

Write routinely over extended 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.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|          |           |                                                                                                                                                                                                                         |
|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| STANDARD | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                  |
| STANDARD | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                |
| STANDARD | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                            |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE  |         | Presentation of Knowledge and Ideas                                                                                                                                                                                                  |
|---------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |          | Conventions of Standard English                                                                                            |
|---------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                     |
| STANDARD                        | L.8.1.a. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| STANDARD                        | L.8.1.b. | Form and use verbs in the active and passive voice.                                                                        |
| STANDARD                        | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                                         |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Vocabulary Acquisition and Use                                                                                                                                        |
|---------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DESCRIPTOR / CONTENT DISCIPLINE | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |

|                                         |                    |                                                                                                                                                                                                              |
|-----------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                | L.8.4.a.           | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| STANDARD                                | L.8.4.d.           | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                              |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards |                                                                                                                                                                                                              |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |                    | Vocabulary Acquisition and Use                                                                                                                                                                               |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.8.6.             | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |