Main Criteria: Wonders of Science Writing Lessons

Secondary Criteria: Illinois Learning Standards

Subject: Language Arts

Grades: 6, 7, 8

Wonders of Science Writing Lessons

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

Illinois Learning Standards

Language Arts

		Language Arts
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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.

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.)
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		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT 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.
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.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 ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT	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.

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

STANDARD / DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL I 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
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		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.)
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / 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		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.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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
DESCRIPT OR / 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 ST ANDARD / 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.)
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		Vocabulary Acquisition and Use
DESCRIPT OR I 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 / 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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Range of Writing
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.W. 10.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE	10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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
DESCRIPT OR / 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 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 Language Standards

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		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).

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.
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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
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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 ST ANDARD / 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 I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
STANDARD /	L.7.3.	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.7.3. L.7.3.a.	Use Knowledge of Language and its conventions when writing, speaking, reading, or
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY		Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.7.3.a.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases

STATE GOAL /
DISCIPLINARY
CONCEPT

Language Standards

LEARNING 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

		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.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Range of Writing
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.W. 10.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE	10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 ST ANDARD / 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 ST ANDARD / 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 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' quest comments with relevant evidence, observations, and ideas. STANDARD SL.8.1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify own views in light of the evidence presented.	ions 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
STATE GOAL / Speaking and Listening Standards DISCIPLINARY CONCEPT	
LEARNING Presentation of Knowledge and Ideas STANDARD / DISCIPLINE	
DESCRIPTOR / SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner were relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye adequate volume, and clear pronunciation.	
STATE GOAL / Language Standards DISCIPLINARY CONCEPT	
LEARNING Conventions of Standard English STANDARD / DISCIPLINE	
DESCRIPTOR / L.8.1. Demonstrate command of the conventions of standard English grammar and use when writing or speaking. DISCIPLINE	sage
STANDARD L.8.1.d. Recognize and correct inappropriate shifts in verb voice and mood.	
STATE GOAL / Language Standards DISCIPLINARY CONCEPT	
LEARNING Vocabulary Acquisition and Use STANDARD / DISCIPLINE	
DESCRIPTOR / L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or ph based on grade 8 reading and content, choosing flexibly from a range of strate DISCIPLINE	
STANDARD L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or full a sentence) as a clue to the meaning of a word or phrase.	inction in
STANDARD L.8.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or in a dictionary).	the
STATE GOAL / Language Standards DISCIPLINARY CONCEPT	
LEARNING Vocabulary Acquisition and Use ST ANDARD / DISCIPLINE	

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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

College and Career Readiness Anchor Standards for Reading

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

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

CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE STATE GOAL / DISCIPLINE CCRA.L. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. STATE GOAL / DISCIPLINE STATE GOAL / DISCIPLINE CONTENT 3. College and Career Readiness Anchor Standards for Language College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use DESCRIPTOR / CONTENT 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
DISCIPLINARY CONCEPT DESCRIPTOR / CCRAL. CONTENT 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 / DISCIPLINE College and Career Readiness Anchor Standards for Language College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use DESCRIPTOR / CCRAL. CONTENT 4. Context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. DESCRIPTOR / CCRAL. CONTENT 6. 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 / DISCIPLINE Reading Standards for Informational Text CONTENT 6. Key Ideas and Details Key Ideas and Details REARNING STANDARD / DISCIPLINE DESCRIPTOR / RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CONTENT		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 / CCRAL. STATE GOAL / DISCIPLINE DESCRIPTOR / CCRAL. LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CCRAL. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized referent materials, as appropriate. DESCRIPTOR / CCRAL. DESCRIPTOR / CCRAL. CONTENT 6. DESCRIPTOR / CCRAL. CONTENT 6. STATE GOAL I DISCIPLINE DESCRIPTOR / CCRAL. CONTENT 6. SUBJICIPLINE Materials, as appropriate. EAGING STANDARD / DISCIPLINE DESCRIPTOR / CCRAL. CONTENT 6. SUBJICIPLINE Materials, as appropriate. EAGING STANDARD / DISCIPLINE STATE GOAL / DISCIPLINE Reading Standards for Informational Text DESCRIPTOR / CRAIL Reading Standards for Informational Text DESCRIPTOR / RIG.1. CIte textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	DISCIPLINARY		College and Career Readiness Anchor Standards for Language
effective choices for meaning or style, and to comprehend more fully when reading or listening. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CORAL. 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 / CORAL. 6. Acquire and use accurately a range of general academic and domain-specific words and phrase sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE MERCHANDARD / DISCIPLINE Reading Standards for Informational Text CONTENT RIG.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	STANDARD /		Knowledge of Language
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CORAL. CONTENT DISCIPLINE DESCRIPTOR / CORAL. CONTENT DISCIPLINE DESCRIPTOR / CORAL. Acquire and use accurately a range of general academic and domain-specific words and phrase sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE Median Standards for Informational Text Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CONTENT		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.
DESCRIPTOR / CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. DESCRIPTOR / CCRA.L. CONTENT 6. Acquire and use accurately a range of general academic and domain-specific words and phrase 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 Key Ideas and Details Key Ideas and Details DESCRIPTOR / RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	DISCIPLINARY		College and Career Readiness Anchor Standards for Language
CONTENT DISCIPLINE 4. context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. DESCRIPTOR / CORA.L. Acquire and use accurately a range of general academic and domain-specific words and phrass 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 Key Ideas and Details Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	STANDARD /		Vocabulary Acquisition and Use
CONTENT 6. 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 Key Ideas and Details Key Ideas and Details DESCRIPTOR / RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CONTENT		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DISCIPLINARY CONCEPT LEARNING ST AND ARD / DISCIPLINE DESCRIPTOR / CONTENT Key Ideas and Details ST AND ARD / DISCIPLINE Key Ideas and Details ST AND ARD / DISCIPLINE Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CONTENT		demonstrate independence in gathering vocabulary knowledge when encountering an unknown
DESCRIPTOR / RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	DISCIPLINARY		Reading Standards for Informational Text
CONTENT drawn from the text.	STANDARD /		Key Ideas and Details
	CONTENT	RI.6.1.	
DESCRIPTOR / 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. DISCIPLINE	CONTENT	RI.6.2.	
DESCRIPTOR / RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in text (e.g., through examples or anecdotes). DISCIPLINE	CONTENT	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 / Reading Standards for Informational Text DISCIPLINARY CONCEPT	DISCIPLINARY		Reading Standards for Informational Text
LEARNING Craft and Structure STANDARD / DISCIPLINE	STANDARD /		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 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").
	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 ST ANDARD / 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.

DISCIPLINE		
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.

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

Language Standards

STATE GOAL /

DISCIPLINARY CONCEPT

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		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

Illinois Learning Standards

		Language Arts
		Grade 7 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

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

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL /		College and Career Readiness Anchor Standards for Language
DISCIPLINARY CONCEPT		
		Knowledge of Language
CONCEPT LEARNING STANDARD /	CCRA.L.	
CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Knowledge of Language 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.
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Knowledge of Language 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. College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	3.	Knowledge of Language 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. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference

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
DESCRIPT OR / 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	W.7.2.f.	

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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Writing

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

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 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
DESCRIPT OR / 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
DESCRIPT OR I CONTENT 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 STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / 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
	L.O.4.a.	a sentence) as a clue to the meaning of a word or phrase.

STATE GOAL /
DISCIPLINARY
CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.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

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

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

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
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).
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.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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.
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
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.
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

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 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").
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 ST ANDARD / 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.

DISCIPLINE		
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.

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

Language Standards

STATE GOAL /

DISCIPLINARY CONCEPT

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		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

Illinois Learning Standards

		Language Arts
		Grade 7 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

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

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL /		College and Career Readiness Anchor Standards for Language
DISCIPLINARY CONCEPT		
		Knowledge of Language
CONCEPT LEARNING STANDARD /	CCRA.L.	Knowledge of Language 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.
CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Apply knowledge of language to understand how language functions in different contexts, to make
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		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.
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		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. College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	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. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference

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
DESCRIPT OR / 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	W.7.2.f.	

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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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

		Language Arts
		Grade 8 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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
DESCRIPT OR / 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 I 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 ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / 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
DESCRIPT OR I CONTENT 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 STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR I 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.

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

Illinois Learning Standards

Language Arts

		Language Arts
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

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

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.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 STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT 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 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		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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
DESCRIPT OR / 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
DESCRIPT OR / 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		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.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.
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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas

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

LEARNING ST ANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.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 I 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.
CONTENT	W.7.5.	needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	W.7.5.	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		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
DESCRIPT OR / 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 I 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 I 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

CONCEPT		
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.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.
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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEADNING		Key Ideas and Details

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 /		College and Career Readiness Anchor Standards for Reading

STATE GOAL / DISCIPLINARY CONCEPT

LEARNING STANDARD / DISCIPLINE	Craft and Structure		

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

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

STATE GOAL / DISCIPLINARY

CONCEPT

Writing Standards

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 ST ANDARD / 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		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RL.8.9.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
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 I 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.

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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.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 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 /		Writing Standards
DISCIPLINARY CONCEPT		witting Standards
		Range of Writing
CONCEPT LEARNING STANDARD /	W.8.10.	
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	W.8.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	W.8.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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
DISCIPLINARY		Language Standards Conventions of Standard English
DISCIPLINARY CONCEPT LEARNING STANDARD /	L.8.1.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.8.1. L.8.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood. Language Standards
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.8.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases

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.
	L	esson 06: Unit 3 Retelling Narrative Stories, p. 51-60
		Illinois Learning Standards
		Language Arts
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST AND ARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

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

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
STANDARD /	CCRA.L.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature

DESCRIPTOR? CONTENT DISCIPLINARY CONCEPT STATE GOAL/ DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINARY CONCEPT Reading Standards for Literature Craft and Structure Craft and Structure Craft and Structure DESCRIPTOR? CONTENT DISCIPLINARY CONTENT DISCIPLINARY CONCEPT READING STANDARD / DISCIPLINARY CONCEPT READING STANDARD / DISCIPLINARY CONCEPT READING STANDARD / DISCIPLINARY CONCEPT LEARNING STALE GOAL / DISCIPLINARY CONCEPT READING STANDARD / DISCIPLINARY CONCEPT To the grades 5-ft text complicatly band proficeretly, with scarbiding as needed at the high end of the list grades 5-ft text complicatly band proficeretly, with scarbiding as needed at the high end of the list plant the grades 5-ft text complicatly band proficeretly, with scarbiding as needed at the high end of the list plant the grades 5-ft text complicatly band proficeretly, with scarbiding as needed at the high end of the list plant the grades 5-ft text complicatly band proficeretly, with scarbiding as needed at the high end of the list plant the grades 5-ft text complicatly band proficeretly, with scarbiding as needed at the high end of the list plant the grades 5-ft text complicatly band proficeretly, with scarbiding as needed at the high end of the list plant the grades 5-ft text complicatly band proficeretly, with scarbiding as needed at the high end of the list plant the grades 5-ft text complicatly texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. STANDARD W6.2. Writing Standards Text Types and Purposes STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD W6.2. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. STANDARD W6.3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shills from one time fame or seeing to another.			
DESCRIPTOR / CONTENT DISCIPLINE TATE GOAL / DISCIPLINE Reading Standards for Literature Reading Standards for Literature TATE GOAL / DISCIPLINE TATE GOAL / DISCIPLINE TATE GOAL / DISCIPLINE TONITENT DISCIPLINE TONITENT DISCIPLINE TONITENT DISCIPLINE TATE GOAL / DISCIPLINE TANDARD 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. TATE GOAL / DISCIPLINE TATE GOAL / DIS	CONTENT	RL.6.3.	
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE TATA TO ALL J STANDARD / DISCIPLINE Text Types and Purposes TATATE GOAL J DISCIPLINE Text Types and Purposes Tax Topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Text Types and Purposes Tax Types and Purposes Tax Topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Text Types and Purposes Text Types and Purposes Tax Types and Purposes Text Types and Purp	DISCIPLINARY		Reading Standards for Literature
And contributes to the development of the theme, setting, or plot. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE PRAGE OF Reading and Level of Text Complexity RE. 8.10. 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 / DISCIPLINE STATE GOAL / DISCIPLINE LEARNING STANDARD / DISCIPLINE DESCRIPTOR / 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. STATE GOAL / DISCIPLINE DESCRIPTOR / DISCIPLINE LEARNING STANDARD / DISCIPLINE DESCRIPTOR / ONTENT DISCIPLINE DESCRIP	STANDARD /		Craft and Structure
LEARNING STANDARD / DISCIPLINE RR.6.1.0. 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 Text Types and Purposes Text Types and Purposes DESCRIPTOR / DISCIPLINE BESCRIPTOR / 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. STATE GOAL / DISCIPLINARY Writing Standards Writing Standards Text Types and Purposes STANDARD 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. Lengage 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. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	CONTENT	RL.6.5.	
DESCRIPTOR / CONTENT DISCIPLINE Text Types and Purposes TANDARD Writing Standards Text Types and Purposes Text Types	DISCIPLINARY		Reading Standards for Literature
the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD W.6.2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. STANDARD 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. 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. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	STANDARD /		Range of Reading and Level of Text Complexity
LEARNING STANDARD 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. Writing Standards Text Types and Purposes Text Types and Purposes Text Types and Purposes 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. 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.	CONTENT	RL.6.10.	the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the
DESCRIPTOR / CONTENT DISCIPLINE STANDARD 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 LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT ON TEXT Types and Purposes STANDARD 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	DISCIPLINARY		Writing Standards
Information through the selection, organization, and analysis of relevant content.	STANDARD /		Text Types and Purposes
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT USCIPLINE STANDARD W.6.3. 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 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	CONTENT	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.
LEARNING STANDARD / DISCIPLINE 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	STANDARD	W.6.2.b.	
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	DISCIPLINARY		Writing Standards
CONTENT DISCIPLINE 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	STANDARD /		Text Types and Purposes
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	CONTENT	W.6.3.	
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	STANDARD	W.6.3.a.	
	STANDARD	W.6.3.c.	
	STANDARD	W.6.3.d.	

STANDARD	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STATE GOAL I DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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 ST ANDARD / 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
DESCRIPT OR / 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
DESCRIPT OR / 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		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.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.
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 - Adonted: 2010 (CCSS) / Implemented 2013

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

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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 ST ANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL /
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CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.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
DESCRIPT OR / 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.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STATE GOAL / DISCIPLINARY		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 I 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 ST ANDARD / 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
DESCRIPT OR / 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 I DISCIPLINARY CONCEPT		Language Standards
LEARNING ST AND ARD / 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.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.
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 /
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Language Standards

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.
STANDARD	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

Illinois Learning Standards

Language Arts

Language Arts		
Grade 8 - Adopted: 2010 (CCSS) / Implement ed 2013		
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

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

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR /	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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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 ST ANDARD / 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		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.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 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.d.	Recognize and correct inappropriate shifts in verb voice and mood.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / 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.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.
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
DESCRIPT OR / CONTENT DISCIPLINE	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPTOR /
CONTENT
DISCIPLINE

L.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

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

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.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

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT 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 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		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR I 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.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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.

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		Research to Build and Present Knowledge
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
DESCRIPT OR / 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		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
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		Language Arts
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STATE GOAL / DISCIPLINARY CONCEPT		Language Arts

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL I 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

DISCIPLINE

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.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
DISCIPLINARY		Reading Standards for Literature Range of Reading and Level of Text Complexity
DISCIPLINARY CONCEPT LEARNING ST ANDARD /	RL.7.10.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RL.7.10.	Range of Reading and Level of Text Complexity 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
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	RL.7.10.	Range of Reading and Level of Text Complexity 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.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /	RL.7.10. W.7.2.	Range of Reading and Level of Text Complexity 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. Writing Standards
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Range of Reading and Level of Text Complexity 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. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and

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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR I 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 I 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
DESCRIPT OR I 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 ST ANDARD / 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) / Implement ed 2013
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

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

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING 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

LEARNING STANDARD /		Range of Reading and Level of Text Complexity
DISCIPLINE		
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
DESCRIPT OR / 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		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.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 I 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 ST ANDARD / 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
DESCRIPT OR / 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

DESCRIPT OR I 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.
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.

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Illinois Learning Standards

		3 3
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING 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
	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.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 STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT 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 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		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.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Writing Standards

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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		Research to Build and Present Knowledge
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

Language Standards

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / 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
DESCRIPT OR / 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.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
		Recognize variations from standard English in their own and others' writing and speaking, and
STATE GOAL / DISCIPLINARY		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 LEARNING STANDARD /		Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	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. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases

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.
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		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.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

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

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.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
DESCRIPT OR / 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.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STATE GOAL I DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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.

Writing Standards

LEARNING ST ANDARD / 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
DESCRIPT OR I 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
DESCRIPT OR / 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
DISCIPLINARY		Language Standards Vocabulary Acquisition and Use

		Language Arts
		Grade 8 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

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

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING 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.	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
2.00		

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 STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR I 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		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.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 I DISCIPLINARY CONCEPT		Writing Standards

LEARNING ST ANDARD / 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 ST AND ARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / 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
DESCRIPT OR / 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.
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 09: Unit 4 Summarizing a Reference, p. 81-88

Illinois Learning Standards

		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STATE GOAL /
DISCIPLINARY
CONCEPT

DISCIPLINE

College and Career Readiness Anchor Standards for Writing

LEARNING ST ANDARD / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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.

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

DESCRIPT OR / 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").
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 ST AND ARD / 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		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
DISCIPLINARY		Language Standards Vocabulary Acquisition and Use

		Language Arts
		Grade 7 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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 ST ANDARD / DISCIPLINE		Production and Distribution of Writing
STANDARD /	CCRA.W.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Produce clear and coherent writing in which the development, organization, and style are
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details

DESCRIPTOR / CONTENT DISCIPLINE	RI.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
DESCRIPT OR / 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 ST AND ARD / 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
DISCIPLINARY		Writing Standards Range of Writing
DISCIPLINARY CONCEPT LEARNING STANDARD /	W.7.10.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	W.7.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	W.7.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	W.7.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on

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 I DISCIPLINARY CONCEPT		Language Standards
LEARNING ST AND ARD / 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
DESCRIPT OR I 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.

		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 / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 ST ANDARD / 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 ST ANDARD / 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.
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 10: Unit 4 Summarizing a Reference, p. 89-96

Illinois Learning Standards

Language Arts			
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013	
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Craft and Structure	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity	

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / 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 ST AND ARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 ST AND ARD / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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		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").
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		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.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.
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

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.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DECODIDED /	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly
DESCRIPTOR / CONTENT DISCIPLINE	2.	and accurately through the effective selection, organization, and analysis of content.
CONTENT		and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing
CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL I 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
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
DESCRIPT OR / 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		Writing Standards
CONCEPT		
CONCEPT LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
LEARNING STANDARD /	W.7.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	W.7.9. W.7.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE		Draw evidence from literary or informational texts to support analysis, reflection, and research. 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
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY		Draw evidence from literary or informational texts to support analysis, reflection, and research. 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").
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing 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
DESCRIPT OR / 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.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.
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.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR /	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT DISCIPLINE 3.

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
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge

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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 ST ANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR /	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT DISCIPLINE	3.	
	3.	College and Career Readiness Anchor Standards for Language
STATE GOAL / DISCIPLINARY	3.	College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.L.	
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	CCRA.L.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference
DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT	CCRA.L. 4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 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
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

DESCRIPTOR / CONTENT DISCIPLINE	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 I 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 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
DESCRIPT OR / 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
		Present claims and findings, emphasizing salient points in a focused, coherent manner with

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.
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.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.
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
DESCRIPT OR / CONTENT DISCIPLINE	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.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

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 ST ANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		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
STANDARD /	CCRA.W.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Write routinely over extended time frames (time for research, reflection, and revision) and shorter
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 ST ANDARD / 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 ST ANDARD / 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
DESCRIPT OR / 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.)
CONTENT	W.6.4. W.6.5.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
CONTENT DISCIPLINE DESCRIPTOR / CONTENT		appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as
CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 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 ST ANDARD / 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").
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.
CTAND A DD	CI C 1 d	Devices the less ideas as present and demonstrate understanding of multiple

SL.6.1.d.

STANDARD

Language Standards

 $reflection\ and\ paraphrasing.$

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.

 $\label{lem:reconstrate} \textbf{Review the key ideas expressed and demonstrate understanding of multiple perspectives through}$

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		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

Illinois Learning Standards

		Language Arts
		Grade 7 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

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

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL /		College and Career Readiness Anchor Standards for Language
DISCIPLINARY CONCEPT		Conlege and Career Readmess Anonor Standards for Language
		Knowledge of Language
CONCEPT LEARNING STANDARD /	CCRA.L.	
CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Knowledge of Language 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.
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Knowledge of Language 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. College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	3.	Knowledge of Language 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. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference

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
DESCRIPT OR / 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	W.7.2.f.	

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 ST ANDARD / 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 ST ANDARD / 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 quesions that elicit elaboration and respond to others' quesions 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 LEARNING STANDARD / DISCIPLINE STATE GOAL / DISCIPLINE STATE GOAL / DISCIPLINE STATE GOAL / DISCIPLINE LEARNING STANDARD / DISCIPLINE STANDARD L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L.7.1. Choose among simple, compound, complex, and compound-complex sentences to signal differing relaboratiops among ideas. STATE GOAL / DISCIPLINE STANDARD L.7.3. Use Knowledge of Language Males procisely and concisely, recognizing and eliminating wordiness and redundancy. STATE GOAL / DISCIPLINE STANDARD L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or DISCIPLINE STANDARD L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or DISCIPLINE STANDARD L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or DISCIPLINE STANDARD L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or DISCIPLINE STANDARD L.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases STANDARD DISCIPLINE DESCRIPTOR / 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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DESCRIPTOR / CONTENT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE LEARNING STANDARD / DISCIPLINE CONVERT LEARNING STANDARD / DISCIPLINE LANGUAGE CONVERT LEARNING STANDARD / DESCRIPTOR / DISCIPLINE LANGUAGE CONVERT LANGUAGE STANDARD / DESCRIPTOR / DISCIPLINE LANGUAGE STANDARD / DISCIPLINE LONGUAGE STANDARD / DISCIPLINE LANGUAGE STANDARD / DISCIPLINE LANGU	STANDARD	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE LAnguage Standards Conventions of Standard English Conventions of Standard English DESCRIPTOR / CONTENT DISCIPLINE LAnguage Standards Conventions of Standard English Conventions of Standard English DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. STATE GOAL / DISCIPLINE LEARNING STANDARD L7.3. LAnguage Standards Knowledge of Language STANDARD L7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. STANDARD L7.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STATE GOAL / DISCIPLINARY CONCEPT Language Standards Vocabulary Acquisition and Use STANDARD DESCRIPTOR / CONTENT DISCIPLINE LANGUAGE LANGUAGE LANGUAGE Vocabulary Acquisition and Use STANDARD DESCRIPTOR / CONTENT DISCIPLINE L7.4. 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 L7.4. Use context (e.g., the overall meaning of a sentence or paragraph: a word's position or function in	DISCIPLINARY		Speaking and Listening Standards
CONTENT DISCIPLINE STATE GOAL / DISCIPLINE LEARNING STANDARD Conventions of Standard English DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE LEARNING STANDARD L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L7.1. Demonstrate command of the conventions of standard English grammar and usage Standards STANDARD L7.2. Description or language and its conventions when writing, speaking, reading, or listening. STANDARD L7.3. Description or language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STANDARD L7.3. 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 L7.4. 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 /		Presentation of Knowledge and Ideas
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD L7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD L7.3. L7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or DISCIPLINE STANDARD L7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD L7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD Vocabulary Acquisition and Use DESCRIPTOR / DISCIPLINE DESCRIPTOR / L7.4. 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 L7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in	CONTENT	SL.7.4.	pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L.7.1. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD Knowledge of Language STANDARD L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. STANDARD L.7.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD L.7.3. Language Standards Vocabulary Acquisition and Use STANDARD 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. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in	DISCIPLINARY		Language Standards
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STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE LT.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. STANDARD LT.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD LT.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in	CONTENT	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING STANDARD / DISCIPLINE 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 LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD 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	STANDARD	L.7.1.b.	
DESCRIPTOR / CONTENT DISCIPLINE STANDARD L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. STANDARD L.7.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE 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	DISCIPLINARY		Language Standards
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STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE 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. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in	CONTENT	L.7.3.	
LEARNING STANDARD / DISCIPLINE 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	STANDARD	L.7.3.a.	
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	DISCIPLINARY		Language Standards
CONTENT DISCIPLINE 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	STANDARD /		Vocabulary Acquisition and Use
	CONTENT	L.7.4.	
	STANDARD	L.7.4.a.	

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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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
DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Range of Writing

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

Writing Standards

LEADNING		Dange of Writing
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.
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 I 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.
	Le	esson 12: Unit 4 Summarizing a Reference, p. 107-119

Illinois Learning Standards

Language Arts		
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure

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

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD /		Key Ideas and Details
DISCIPLINE		

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
DESCRIPT OR / 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 STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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 /		Writing Standards
DISCIPLINARY CONCEPT		
		Research to Build and Present Knowledge
CONCEPT LEARNING STANDARD /	W.6.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	W.6.9. W.6.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and
CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE		Draw evidence from literary or informational texts to support analysis, reflection, and research. 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
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY		Draw evidence from literary or informational texts to support analysis, reflection, and research. 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").
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing 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 STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / 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) / Implement ed 2013
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

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

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPT OR I 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 /		Speaking and Listening Standards
DISCIPLINARY CONCEPT		
		Comprehension and Collaboration
CONCEPT LEARNING STANDARD /	SL.7.1.	Comprehension and Collaboration 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.
CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	SL.7.1. SL.7.1.a.	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
CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE		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. 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
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD	SL.7.1.a.	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. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD	SL.7.1.a. 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. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD	SL.7.1.a. 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. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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.
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STANDARD STANDARD STANDARD	SL.7.1.a. 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. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Acknowledge new information expressed by others and, when warranted, modify their own views.

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
DESCRIPT OR / 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
DESCRIPT OR / 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

		Grade 8 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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.	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 ST ANDARD / 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 I 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.
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

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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
STANDARD /	RI.6.1.	Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RI.6.1. RI.6.2.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT		Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and how it is conveyed through particular details; provide a
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE	RI.6.2.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	RI.6.2.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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		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.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR I	W.6.3.	Write narratives to develop real or imagined experiences or events using effective
CONTENT	***************************************	technique, relevant descriptive details, and well-structured event sequences.
CONTENT	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.
CONTENT		Engage and orient the reader by establishing a context and introducing a narrator and/or
CONTENT DISCIPLINE 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. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from
STANDARD STANDARD	W.6.3.a. W.6.3.c.	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. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey
STANDARD STANDARD STANDARD	W.6.3.c. W.6.3.d.	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. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD	W.6.3.c. W.6.3.d.	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. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.

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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
DESCRIPT OR / 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 ST ANDARD / 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 LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD L.6.3. Vary sentence patterns for meaning, reader/ listener interest, and style. STATE GOAL / DISCIPLINARY CONCEPT Language Standards Vocabulary Acquisition and Use
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. STANDARD L.6.3. Vary sentence patterns for meaning, reader/ listener interest, and style. STATE GOAL / DISCIPLINARY CONCEPT
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. STANDARD L.6.3. Vary sentence patterns for meaning, reader/ listener interest, and style. STATE GOAL / DISCIPLINARY CONCEPT Knowledge of Language L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3. Language Standards
DESCRIPTOR / CONTENT DISCIPLINE STANDARD L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. STANDARD L.6.3. Vary sentence patterns for meaning, reader/ listener interest, and style. STATE GOAL / DISCIPLINARY CONCEPT L.6.3. Language Standards
STANDARD L.6.3.a. Vary sentence patterns for meaning, reader/ listener interest, and style. STATE GOAL / DISCIPLINARY CONCEPT Language Standards
STATE GOAL / Language Standards DISCIPLINARY CONCEPT
DISCIPLINARY CONCEPT
LEARNING Vocabulary Acquisition and Use
STANDARD / DISCIPLINE
DESCRIPTOR / L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrase based on grade 6 reading and content, choosing flexibly from a range of strategies DISCIPLINE
STANDARD L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function 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 / Language Standards DISCIPLINARY CONCEPT
LEARNING Vocabulary Acquisition and Use STANDARD / DISCIPLINE
DESCRIPTOR / L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words CONTENT phrases; gather vocabulary knowledge when considering a word or phrase important to COMPENS comprehension or expression.
Illinois Learning Standards
Language Arts
Grade 7 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / College and Career Readiness Anchor Standards for Reading DISCIPLINARY CONCEPT

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

STATE GOAL /
DISCIPLINARY
CONCEPT

DISCIPLINE

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		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	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference

materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST AND ARD / 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.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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 ST ANDARD / 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 ST ANDARD / 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
DESCRIPT OR I 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.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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / 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.

College and Career Readiness Anchor Standards for Writing

LEARNING ST AND ARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL /		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY CONCEPT		College and Career Readilless Alichor Standards for Writing
		Range of Writing
CONCEPT LEARNING STANDARD /	CCRA.W. 10.	
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 I 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.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 ST ANDARD / 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.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 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 I DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / 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 I 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
DESCRIPT OR / 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.
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 ST ANDARD / 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 Writing	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Range of Writing	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening	

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
DESCRIPT OR / 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.
		Come to discussions prepared, having read or studied required material; explicitly draw on that
STANDARD	SL.6.1.a.	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
STANDARD	SL.6.1.a. SL.6.1.b.	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under
		preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles

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 ST AND ARD / 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 STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR I 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.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 I 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.
		Illinoia Lagraina Standarda

Illinois Learning Standards

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Writing

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

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		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.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR I 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) / Implement ed 2013	
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing	
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL /
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CONCEPT

Writing Standards

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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		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.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 I 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 I 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
DISCIPLINARY		Speaking and Listening Standards Presentation of Knowledge and Ideas
DISCIPLINARY CONCEPT LEARNING STANDARD /	SL.8.4.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	SL.8.4.	Presentation of Knowledge and Ideas 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,
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	SL.8.4.	Presentation of Knowledge and Ideas 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.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /	SL.8.4.	Presentation of Knowledge and Ideas 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. Language Standards
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Presentation of Knowledge and Ideas 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. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage

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

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.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

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Language Standards

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

appropriate to task, purpose, and audience.

Produce clear and coherent writing in which the development, organization, and style are

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST AND ARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT		context clues, analyzing meaningful word parts, and consulting general and specialized reference
CONTENT DISCIPLINE DESCRIPTOR / CONTENT	4.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown
CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	4.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	4.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Writing Standards
CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	CCRA.L.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and

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		Research to Build and Present Knowledge
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 ST ANDARD / 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
DESCRIPT OR / 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
DESCRIPT OR / 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 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

		Grade 7 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		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.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING		Text Types and Purposes
STANDARD / DISCIPLINE		
STANDARD /	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 / DISCIPLINE DESCRIPTOR / CONTENT	W.7.3. W.7.3.c.	Write narratives to develop real or imagined experiences or events using effective
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD	W.7.3.c.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY	W.7.3.c.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	W.7.3.c.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Provide a conclusion that follows from and reflects on the narrated experiences or events. Writing Standards

STATE GOAL /
DISCIPLINARY
CONCEPT

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
DESCRIPT OR / 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 /		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 I DISCIPLINE		Knowledge of Language	
DESCRIPT OR / 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 ST ANDARD / 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			

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

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR I	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and

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		Text Types and Purposes
DESCRIPT OR / 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.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 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 I 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 I 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
DESCRIPT OR / 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.

Illinois Learning Standards

Language Arts		
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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 ST AND ARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 ST AND ARD / 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.

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Writing Standards

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		Research to Build and Present Knowledge
DESCRIPT OR / 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").
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 ST ANDARD / 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 ST AND ARD / 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 ST AND ARD / DISCIPLINE		Knowledge of Language
DESCRIPT OR / 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 STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / 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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.	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.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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 ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 ST AND ARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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 I 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

DISCIPLINE

Writing Standards

LEARNING ST ANDARD / 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 ST ANDARD / 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	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	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.
DISCIPLINE		based on grade 7 reading and content, choosing hearing from a range of strategies.
STANDARD 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.
	L.7.4.a. L.7.4.d.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
STANDARD		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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
STANDARD STATE GOAL / DISCIPLINARY		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. 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).

Illinois Learning Standards

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

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

College and Career Readiness Anchor Standards for Writing

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

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 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
DESCRIPT OR I 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.

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 17: Unit 6 Summarizing Multiple References, p. 157-172

		Illinois Learning Standards
		Language Arts
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

LEARNING ST ANDARD / 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		Reading Standards for Informational Text
CONCEPT		
CONCEPT LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
LEARNING STANDARD /	RI.6.7.	Integration of Knowledge and Ideas 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.
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RI.6.7. RI.6.9.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT		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. Compare and contrast one author's presentation of events with that of another (e.g., a memoir
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		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. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		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. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Writing Standards

(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 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 ST AND ARD / 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.a.	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

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 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
DESCRIPT OR / 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
DESCRIPT OR / 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 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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

CONCEPT

LEARNING ST ANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		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.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING ST AND ARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
DESCRIPTOR / 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
LEARNING ST ANDARD / 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
DESCRIPT OR / 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.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
STANDARD /	L.7.6.	Vocabulary Acquisition and Use 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.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	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
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	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.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	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
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	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
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	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

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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Range of Writing
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.W.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE STATE GOAL / DISCIPLINARY	10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 ST AND ARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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.8.7.	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.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 /
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 18: Unit 6 Summarizing Multiple References, p. 173-182

Illinois Learning Standards

Language Arts

Language Arts		
Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013		
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for 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
STANDARD /	CCRA.L.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Informational Text

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 ST ANDARD / DISCIPLINE		Text Types and Purposes
STANDARD /	W.6.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD	W.6.2.a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STANDARD	W.6.2.a. W.6.2.b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD STANDARD STANDARD	W.6.2.a. W.6.2.b. W.6.2.c.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD	W.6.2.a. W.6.2.b. W.6.2.c.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from the information or explanation presented.

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
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		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").
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 STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR I 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

Language Arts		
		Grade 7 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

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

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for 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
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
DESCRIPT OR / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT 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 / 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 ST ANDARD / 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.

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.
SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
	Speaking and Listening Standards
	Presentation of Knowledge and Ideas
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.
	Language Standards
	Conventions of Standard English
L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
	Language Standards
	Knowledge of Language
L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
	Language Standards
	Vocabulary Acquisition and Use
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.
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.
	SL.7.1.d. SL.7.4. L.7.1. L.7.3. L.7.4.

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

Crede 9. Adented 2010 (CCCC) Unrelevanted 2012		
		Grade 8 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		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		College and Career Readiness Anchor Standards for Language
CONCEPT		
CONCEPT LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
LEARNING STANDARD /	CCRA.L.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for 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 I DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR I 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.8.7.	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
DESCRIPT OR / 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.
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 19: Unit 6 Summarizing Multiple References, p. 183-194

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.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL /		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY CONCEPT		
		Text Types and Purposes
CONCEPT LEARNING STANDARD /	CCRA.W.	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Write informative/explanatory texts to examine and convey complex ideas and information clearly
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	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. College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are

LEARNING		
ST ANDARD / 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.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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
DISCIPLINARY		College and Career Readiness Anchor Standards for Language Knowledge of Language
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.L.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Knowledge of Language 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.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 ST ANDARD / 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 I 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		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		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").
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
DESCRIPT OR / 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 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.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY		College and Career Readiness Anchor Standards for Writing
CONCEPT		
CONCEPT LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
LEARNING STANDARD /	CCRA.W.	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Write informative/explanatory texts to examine and convey complex ideas and information clearly
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINARY		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	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. College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are

LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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.	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
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
DESCRIPT OR / 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.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
DESCRIPTOR / 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 ST AND ARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPT OR / 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
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 ST ANDARD / 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
DESCRIPT OR / 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 ST ANDARD / 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.	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 ST ANDARD / DISCIPLINE		Craft and Structure
DISCIFLINE		

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		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.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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 ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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
DESCRIPT OR / 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.c. W.8.2.d.	

STATE GOAL /
DISCIPLINARY
CONCEPT

Writing Standards

LEARNING ST ANDARD / 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
DISCIPLINARY		Range of Writing
DISCIPLINARY CONCEPT LEARNING STANDARD /	W.8.10.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	W.8.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINARY	W.8.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /	W.8.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on

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
DESCRIPT OR I 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.
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 I DISCIPLINARY CONCEPT		Language Standards
LEARNING		Vocabulary Acquisition and Use
STANDARD / DISCIPLINE		

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Illinois Learning Standards

		Language Arts
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		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
DISCIPLINARY		College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 /		Craft and Structure
DISCIPLINE		
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
DESCRIPTOR / CONTENT	RI.6.4.	
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	RI.6.4.	connotative, and technical meanings
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	RI.6.4.	connotative, and technical meanings Reading Standards for Informational Text
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Reading Standards for Informational Text Integration of Knowledge and Ideas Integrate information presented in different media or formats (e.g., visually, quantitatively) as well
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Reading Standards for Informational Text Integration of Knowledge and Ideas 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.

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.)
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		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT 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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR I 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 Looming Chandands

		Language Arts
		Grade 7 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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
DISCIPLINARY		Reading Standards for Informational Text Craft and Structure
DISCIPLINARY CONCEPT LEARNING STANDARD /	Rl.7.4.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RI.7.4.	Craft and Structure 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
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	RI.7.4.	Craft and Structure 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.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /	RI.7.4.	Craft and Structure 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. Writing Standards
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Craft and Structure 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. Writing Standards Production and Distribution of Writing 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

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		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.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

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

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make
DISCIPLINE	3.	effective choices for meaning or style, and to comprehend more fully when reading or listening.
	3.	effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language
STATE GOAL / DISCIPLINARY	3.	

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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
DESCRIPT OR I 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.)
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPT OR I 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		Vocabulary Acquisition and Use
DESCRIPT OR / 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 / 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.

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.	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 ST AND ARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST AND ARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST AND ARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
DISCIPLINARY		College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.S L.1.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. College and Career Readiness Anchor Standards for Language
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	CCRA.L.	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE	CCRA.L.	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. College and Career Readiness Anchor Standards for Language Knowledge of Language 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.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 ST ANDARD / 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 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 ST ANDARD / 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

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

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

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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 ST ANDARD / 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 I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPT OR / 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.
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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
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 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
DESCRIPT OR / 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.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 / 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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Language Arts

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

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

STATE GOAL /
DISCIPLINARY
CONCEPT

DISCIPLINE

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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

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 ST ANDARD / 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		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").

LEARNING ST ANDARD / 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
DESCRIPT OR / 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		Vocabulary Acquisition and Use
DESCRIPT OR / 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 ST ANDARD / 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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST AND ARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		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.	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
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 ST ANDARD / 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 ST ANDARD / 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
DESCRIPT OR I 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		Speaking and Listening Standards
CONCEPT		
		Comprehension and Collaboration
CONCEPT LEARNING STANDARD /	SL.7.1.	Comprehension and Collaboration 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.
CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	SL.7.1. SL.7.1.a.	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
CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		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. 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
CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD	SL.7.1.a.	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. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD	SL.7.1.a. 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. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD	SL.7.1.a. 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. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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.
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STANDARD STANDARD STANDARD	SL.7.1.a. 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. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Acknowledge new information expressed by others and, when warranted, modify their own views.

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 ST ANDARD / 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
DESCRIPT OR / 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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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		Production and Distribution of Writing
ST ANDARD / DISCIPLINE		3

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

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.
CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
	Reading Standards for Informational Text
	Key Ideas and Details
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.
	Reading Standards for Informational Text
	Craft and Structure
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.
	Writing Standards
	Text Types and Purposes
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.
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.
W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2.b. W.8.2.c.	
	Use appropriate and varied transitions to create cohesion and clarify the relationships among
	4. CCRA.L. 6. RI.8.1.

STATE GOAL /
DISCIPLINARY
CONCEPT

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 ST ANDARD / 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.a. SL.8.1.b.	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on 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 ST AND ARD / 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.d.	Recognize and correct inappropriate shifts in verb voice and mood.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / 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 / 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 23: Unit 7 Inventive Writing, p. 221-228

Lesson 23: Unit 7 Inventive Writing, p. 221-228

Illinois Learning Standards

Language Arts

		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.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 ST ANDARD / 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
DISCIPLINARY		Writing Standards Production and Distribution of Writing
DISCIPLINARY CONCEPT LEARNING STANDARD /	W.6.4.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	W.6.4. W.6.5.	Production and Distribution of Writing 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
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT		Production and Distribution of Writing 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.) With some guidance and support from peers and adults, develop and strengthen writing as
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 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.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Production and Distribution of Writing 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.) 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. Writing Standards

STATE GOAL /
DISCIPLINARY
CONCEPT

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
DESCRIPT OR / 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
DESCRIPT OR / 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		Vocabulary Acquisition and Use
DESCRIPT OR / 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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

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

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING		Comprehension and Collaboration
STANDARD / DISCIPLINE		
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.	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
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
DESCRIPT OR / 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 I 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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPT OR I 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 /		Speaking and Listening Standards
DISCIPLINARY CONCEPT		
		Comprehension and Collaboration
CONCEPT LEARNING STANDARD /	SL.7.1.	Comprehension and Collaboration 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.
CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	SL.7.1. SL.7.1.a.	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
CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE		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. 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
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD	SL.7.1.a.	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. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD	SL.7.1.a. 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. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD	SL.7.1.a. 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. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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.
LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STANDARD STANDARD STANDARD STANDARD	SL.7.1.a. 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. 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Acknowledge new information expressed by others and, when warranted, modify their own views.

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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details

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

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		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

CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using
4.	context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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.
	Reading Standards for Informational Text
	Key Ideas and Details
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.
	Reading Standards for Informational Text
	Craft and Structure
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.
	Writing Standards
	Text Types and Purposes
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.
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.
W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2.c. W.8.2.d.	
	6. RI.8.1. RI.8.4.

STATE GOAL /
DISCIPLINARY
CONCEPT

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 ST AND ARD / 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.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 / 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 24: Unit 8 Formal Essay Models in 229-240

Lesson 24: Unit 8 Formal Essay Models, p. 229-240

Illinois Learning Standards

Language Arts

		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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 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 ST AND ARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR /	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
DISCIPLINE		others' ideas and expressing their own clearly.
	SL.6.1.a.	
DISCIPLINE	SL.6.1.a. SL.6.1.b.	Others' ideas and expressing their own clearly. 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
STANDARD		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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles
STANDARD STANDARD	SL.6.1.b.	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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that
STANDARD STANDARD STANDARD	SL.6.1.b. SL.6.1.c.	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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through
STANDARD STANDARD STANDARD STANDARD STANDARD	SL.6.1.b. SL.6.1.c.	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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD STANDARD STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	SL.6.1.b. SL.6.1.c.	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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Language Standards

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 I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPT OR / 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 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
		minois Ecarining Standards
		Language Arts
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STATE GOAL / DISCIPLINARY CONCEPT		Language Arts
DISCIPLINARY		Language Arts Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.W.	Language Arts Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013 College and Career Readiness Anchor Standards for Writing
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Language Arts Grade 7 - Adopted: 2010 (CCSS) / Implement ed 2013 College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINARY		Language Arts Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013 College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /		Language Arts Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013 College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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		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 ST AND ARD / 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
DESCRIPT OR / 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
DESCRIPT OR I 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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING ST AND ARD / 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.8.7.	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
DESCRIPT OR / 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 ST AND ARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / 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 25: Unit 8 Formal Essay Models, p. 241-252

Lesson 25: Unit 8 Formal Essay Models, p. 241-252

Illinois Learning Standards

		Language Arts
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
STATE GOAL / DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Range of Writing
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.W.	
STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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.b. W.6.2.c.	
		and examples.
STANDARD	W.6.2.c.	and examples. Use appropriate transitions to clarify the relationships among ideas and concepts.
STANDARD	W.6.2.c. W.6.2.d.	and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from the information or explanation
STANDARD STANDARD STATE GOAL / DISCIPLINARY	W.6.2.c. W.6.2.d.	use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from the information or explanation presented.

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
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 ST ANDARD / 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
DESCRIPT OR I 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

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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.
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 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
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STATE GOAL / DISCIPLINARY CONCEPT		Language Arts
DISCIPLINARY		Language Arts Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.W.	Language Arts Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013 College and Career Readiness Anchor Standards for Writing
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Language Arts Grade 7 - Adopted: 2010 (CCSS) / Implemented 2013 College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT		
CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	10.	time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse

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.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.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
DESCRIPTOR / 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
DESCRIPT OR / 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 /	CCD4 14/	Write informative/explanatory texts to examine and convey complex ideas and information clearly
CONTENT DISCIPLINE	CCRA.W. 2.	and accurately through the effective selection, organization, and analysis of content.
CONTENT		
CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		and accurately through the effective selection, organization, and analysis of content.

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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
DISCIPLINARY		College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.S L.1.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse

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 I 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.8.7.	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
DESCRIPT OR / 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
DESCRIPT OR / 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 /		Vocabulary Acquisition and Use
DISCIPLINE		

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Illinois Learning Standards

Language Arts

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

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STATE GOAL / DISCIPLINARY CONCEPT		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 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
DESCRIPT OR I 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
DESCRIPT OR I 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 ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPT OR I 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 I 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

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STATE GOAL / DISCIPLINARY CONCEPT

CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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		Writing Standards

LEARNING ST AND ARD / 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 ST AND ARD I 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 ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / 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 I 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

DESCRIPT OR I 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			
DESCRIPT OR I 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) / Implement ed 2013				
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing			
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes			
STANDARD /	CCRA.W.	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Write informative/explanatory texts to examine and convey complex ideas and information clearly			
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		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. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of 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
DESCRIPT OR / 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.8.7.	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
DESCRIPT OR / 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 ST ANDARD / 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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.W. 8.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	8. CCRA.W.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE	8. CCRA.W.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.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 STANDARD / DISCIPLINE		Craft and Structure

DESCRIPTOR / CONTENT 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 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		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.b.	Develop the topic with relevant 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.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
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 ST ANDARD / 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 ST AND ARD / 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 ST AND ARD / 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 STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / 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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

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

LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING 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 I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY		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.7.2.	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 I 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 ST AND ARD / 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 ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR I 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.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
STANDARD /	L.7.6.	Vocabulary Acquisition and Use 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.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	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
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	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.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	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
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	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
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	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

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

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.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 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.
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STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
DISCIPLINARY		Vocabulary Acquisition and Use
DISCIPLINARY CONCEPT LEARNING STANDARD /	L.8.4.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.8.4. L.8.4.a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD	L.8.4.a.	Vocabulary Acquisition and Use 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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY	L.8.4.a.	Vocabulary Acquisition and Use 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. 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. 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).

Illinois Learning Standards

Language Arts

		Language Arts
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD /		Key Ideas and Details
DISCIPLINE		

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 STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT 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 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		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.b.	Develop the topic with relevant 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.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
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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / 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 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.	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		Integration of Magnifedge and Ideas
STANDARD / DISCIPLINE		Integration of Knowledge and Ideas

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT	CCRA.W.	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	0.	

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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 I 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
DESCRIPT OR / 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.b.	Develop the topic with relevant 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.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 I 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
DESCRIPT OR I 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.
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Illinois Learning Standards

Language Arts

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING		Range of Reading and Level of Text Complexity
STANDARD / DISCIPLINE		

STATE GOAL /
DISCIPLINARY
CONCEPT

DISCIPLINARY CONCEPT

Writing Standards

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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 ST ANDARD / 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		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
DESCRIPT OR / 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 / L.8.6. CONTENT DISCIPLINE

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 29: Unit 9 Formal Critique and Response to Literature, p. 275-284

Illinois Learning Standards

Language Arts

Language Arts		
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.W. 8.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /		Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINE	8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.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 STANDARD / DISCIPLINE		Craft and Structure

DESCRIPTOR / CONTENT 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 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		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.b.	Develop the topic with relevant 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.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
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 ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR I 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 ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / 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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for 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.7.2.	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 / 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 I 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
DESCRIPT OR / 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
LEARNING

DISCIPLINE

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / 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	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

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comprehension or expression.

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.	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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College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 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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College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT	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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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 STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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 ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / 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.
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 / 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 30: Unit 9 Formal Critique and Response to Literature, p. 285-291

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Language Arts		
		Grade 6 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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College and Career Readiness Anchor Standards for Reading

LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	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
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College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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 ST ANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT 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 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		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / 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.b.	Develop the topic with relevant 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.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 I DISCIPLINARY CONCEPT		Writing Standards
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
DESCRIPT OR / 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		Conventions of Standard English
ST ANDARD / DISCIPLINE		
	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DISCIPLINE DESCRIPTOR / CONTENT	L.6.1. L.6.1.d.	
DISCIPLINE DESCRIPT OR I CONTENT DISCIPLINE		when writing or speaking.
DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD	L.6.1.d.	when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY	L.6.1.d.	When writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	L.6.1.d.	when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards
DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.6.1.d. L.6.1.e.	When writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or

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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing

LEARNING ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE		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.

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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 ST AND ARD / 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.7.2.	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 / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD /		
DISCIPLINE		Production and Distribution of Writing
	W.7.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DISCIPLINE DESCRIPTOR / CONTENT	W.7.4. W.7.5.	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
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT		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.) 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
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		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.) 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		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
DESCRIPT OR / 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.

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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) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.W.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /		Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINE	8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / 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
DESCRIPT OR I	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
CONTENT DISCIPLINE		information through the selection, organization, and analysis of relevant content.
	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DISCIPLINE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
STATE GOAL / DISCIPLINARY	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 LEARNING STANDARD /	W.8.2.b. W.8.4.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing Standards
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Writing Standards Production and Distribution of Writing 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

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

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.