

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Illinois Learning Standards  
**Subject:** Language Arts  
**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Word Introduction

Summary: Words are pronounced and introduced in a contextual setting.

### Illinois Learning Standards

#### Language Arts

Grade 1 - Adopted: 2010

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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>CCSS.EL A-Literacy.C CRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL A-Literacy.C CRA.L.1</b> | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL A-Literacy.C CRA.L.2</b> | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>CCSS.EL A-Literacy.C CRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL A-Literacy.C CRA.L.3</b> | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>CCSS.EL A-Literacy.C CRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL A-Literacy.C CRA.L.4</b> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL A-Literacy.C CRA.L.6</b> | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.1.R.F.</b>                    | <b>Reading Standards: Foundational Skills</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Phonics and Word Recognition</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.1.R.F. 3.</b>                 | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| <b>STANDARD</b>                          | <b>CC.1.R.F.</b>                    | Recognize and read grade-appropriate irregularly spelled words.   |

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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.1.R.F.</b>     | <b>Reading Standards: Foundational Skills</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                      | <b>Fluency</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.1.R.F.4.</b>   | <b>Read with sufficient accuracy and fluency to support comprehension.</b>   |
| <b>STANDARD</b>                          | <b>CC.1.R.F.4.c.</b> | <b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.1.L.</b>       | <b>Language Standards</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                      | <b>Conventions of Standard English</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.1.L.2.</b>     | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| <b>STANDARD</b>                          | <b>CC.1.L.2.d.</b>   | <b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>   |
| <b>STANDARD</b>                          | <b>CC.1.L.2.e.</b>   | <b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.1.L.</b>       | <b>Language Standards</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                      | <b>Vocabulary Acquisition and Use</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.1.L.4.</b>     | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>                                     |
| <b>STANDARD</b>                          | <b>CC.1.L.4.a.</b>   | <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.1.L.</b>       | <b>Language Standards</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                      | <b>Vocabulary Acquisition and Use</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.1.L.5.</b>     | <b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>  |
| <b>STANDARD</b>                          | <b>CC.1.L.5.c.</b>   | <b>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b>   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.1.L.</b>       | <b>Language Standards</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                      | <b>Vocabulary Acquisition and Use</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.1.L.6.</b>     | <b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</b> |

### Illinois Learning Standards

#### Language Arts

Grade 2 - Adopted: 2010

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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>CCSS.EL A-Literacy.CRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                  | <b>Conventions of Standard English</b>                            |

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| <b>DISCIPLINE</b>                        |                              |   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | CCSS.EL A-Literacy.C CRA.L.  | <b>College and Career Readiness Anchor Standards for Language</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                              | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCSS.EL A-Literacy.C CRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | CCSS.EL A-Literacy.C CRA.L.  | <b>College and Career Readiness Anchor Standards for Language</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                              | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCSS.EL A-Literacy.C CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCSS.EL A-Literacy.C CRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | IL.2.R.F.                    | <b>Reading Standards: Foundational Skills</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                              | <b>Fluency</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CC.2.R.F. 4.                 | Read with sufficient accuracy and fluency to support comprehension.   |
| <b>STANDARD</b>                          | CC.2.R.F. 4.c.               | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | IL.2.L.                      | <b>Language Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                              | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CC.2.L.2. 2.                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| <b>STANDARD</b>                          | CC.2.L.2. 2.d.               | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | IL.2.L.                      | <b>Language Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                              | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CC.2.L.4.                    | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.   |
| <b>STANDARD</b>                          | CC.2.L.4.                    | Use sentence-level context as a clue to the meaning of a word or phrase.  |

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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.2.L.</b>          | <b>Language Standards</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                         | <b>Vocabulary Acquisition and Use</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.2.L.5.</b>        | <b>Demonstrate understanding of word relationships and nuances in word meanings.</b>   |
| <b>STANDARD</b>                          | <b>CC.2.L.5.<br/>a.</b> | <b>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</b>  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.2.L.</b>          | <b>Language Standards</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                         | <b>Vocabulary Acquisition and Use</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.2.L.6.</b>        | <b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</b> |

### Illinois Learning Standards

#### Language Arts

Grade 3 - Adopted: 2010

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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |  | <b>Conventions of Standard English</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.L.1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.L.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |  | <b>Knowledge of Language</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.L.3</b> | <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |  | <b>Vocabulary Acquisition and Use</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.L.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.L.6</b> | <b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b> |

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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.3.R.F.</b>        | <b>Reading Standards: Foundational Skills</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                         | <b>Phonics and Word Recognition</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.3.R.F. 3.3.</b>   | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| <b>STANDARD</b>                          | <b>CC.3.R.F. 3.3.d.</b> | <b>Read grade-appropriate irregularly spelled words.</b>   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.3.R.F.</b>        | <b>Reading Standards: Foundational Skills</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                         | <b>Fluency</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.3.R.F. 4.</b>     | <b>Read with sufficient accuracy and fluency to support comprehension.</b>   |
| <b>STANDARD</b>                          | <b>CC.3.R.F. 4.c.</b>   | <b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.3.L.</b>          | <b>Language Standards</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                         | <b>Conventions of Standard English</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.3.L.2.</b>        | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| <b>STANDARD</b>                          | <b>CC.3.L.2. e.</b>     | <b>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</b>                 |
| <b>STANDARD</b>                          | <b>CC.3.L.2. f.</b>     | <b>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</b>   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.3.L.</b>          | <b>Language Standards</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                         | <b>Vocabulary Acquisition and Use</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.3.L.4.</b>        | <b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b> |
| <b>STANDARD</b>                          | <b>CC.3.L.4. a.</b>     | <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.3.L.</b>          | <b>Language Standards</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                         | <b>Vocabulary Acquisition and Use</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.3.L.5.</b>        | <b>Demonstrate understanding of word relationships and nuances in word meanings.</b>   |
| <b>STANDARD</b>                          | <b>CC.3.L.5. a.</b>     | <b>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</b>   |
| <b>STANDARD</b>                          | <b>CC.3.L.5. b.</b>     | <b>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</b>   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.3.L.</b>          | <b>Language Standards</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                         | <b>Vocabulary Acquisition and Use</b>  |
| <b>DESCRIPTOR /</b>                      | <b>CC.3.L.6.</b>        | <b>Acquire and use accurately grade-appropriate conversational, general academic, and</b>  |

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| CONTENT DISCIPLINE |  | domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
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**Illinois Learning Standards  
Language Arts**

Grade 4 - Adopted: 2010

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| STATE GOAL / DISCIPLINARY CONCEPT | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL / DISCIPLINARY CONCEPT | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Knowledge of Language   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.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 | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Vocabulary Acquisition and Use  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.4 | Determine or clarify the meaning of 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   | CCSS.EL A-Literacy.C CRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.4.R.F.                    | Reading Standards: Foundational Skills  |
| LEARNING STANDARD / DISCIPLINE    |                              | Fluency   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.4.R.F. 4.4.               | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD                          | CC.4.R.F. 4.4.c.             | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.4.L.                      | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                              | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.4.L.2.                    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |

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| STANDARD                          | CC.4.L.2.d.   | Spell grade-appropriate words correctly, consulting references as needed.  |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.4.L.       | Language Standards   |
| LEARNING STANDARD / DISCIPLINE    |               | Vocabulary Acquisition and Use   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.4.L.4.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.   |
| STANDARD                          | CC.4.L.4.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.   |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.4.L.       | Language Standards   |
| LEARNING STANDARD / DISCIPLINE    |               | Vocabulary Acquisition and Use   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.4.L.5.     | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| STANDARD                          | CC.4.L.5.c.   | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).   |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.4.L.       | Language Standards   |
| LEARNING STANDARD / DISCIPLINE    |               | Vocabulary Acquisition and Use   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.4.L.6.     | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

## Illinois Learning Standards

### Language Arts

Grade 5 - Adopted: 2010

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| STATE GOAL / DISCIPLINARY CONCEPT | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL / DISCIPLINARY CONCEPT | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Knowledge of Language   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.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 | CCSS.EL A-Literacy.C         | College and Career Readiness Anchor Standards for Language  |

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|  | <b>CRA.L.</b>                       |   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL A-Literacy.C CRA.L.4</b> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL A-Literacy.C CRA.L.6</b> | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.5.R.F.</b>                    | <b>Reading Standards: Foundational Skills</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Fluency</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.5.R.F. 4.</b>                 | Read with sufficient accuracy and fluency to support comprehension.   |
| <b>STANDARD</b>                          | <b>CC.5.R.F. 4.c.</b>               | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.5.L.</b>                      | <b>Language Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.5.L.2.</b>                    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| <b>STANDARD</b>                          | <b>CC.5.L.2. e.</b>                 | Spell grade-appropriate words correctly, consulting references as needed.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.5.L.</b>                      | <b>Language Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.5.L.4.</b>                    | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| <b>STANDARD</b>                          | <b>CC.5.L.4. a.</b>                 | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.5.L.</b>                      | <b>Language Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.5.L.5. 5.</b>                 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| <b>STANDARD</b>                          | <b>CC.5.L.5. 5.c.</b>               | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  |

**Illinois Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2010

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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>CCSS.EL A-Literacy.C CRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
| <b>LEARNING</b>                          |                                    | <b>Conventions of Standard English</b>                            |



|                                   |                              |   |
|-----------------------------------|------------------------------|---|
| STANDARD / DISCIPLINE             |                              |   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL / DISCIPLINARY CONCEPT | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Knowledge of Language   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.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 | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Vocabulary Acquisition and Use  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.4 | Determine or clarify the meaning of 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   | CCSS.EL A-Literacy.C CRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.6.L.                      | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                              | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.6.L.1.                    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                          | CC.6.L.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 | IL.6.L.                      | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                              | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.6.L.2.                    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                          | CC.6.L.2.b.                  | Spell correctly.  |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.6.L.                      | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                              | Vocabulary Acquisition and Use  |
| DESCRIPTOR / CONTENT              | CC.6.L.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  |

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| DISCIPLINE                        |             | strategies.  |
| STANDARD                          | CC.6.L.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                          | CC.6.L.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 | IL.6.L.     | Language Standards   |
| LEARNING STANDARD / DISCIPLINE    |             | Vocabulary Acquisition and Use   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.6.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

|                                   |                              |   |
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| STATE GOAL / DISCIPLINARY CONCEPT | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL / DISCIPLINARY CONCEPT | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Knowledge of Language   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.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 | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Vocabulary Acquisition and Use  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.4 | Determine or clarify the meaning of 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   | CCSS.EL A-Literacy.C CRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.7.SL.                     | Speaking and Listening Standards  |
| LEARNING STANDARD / DISCIPLINE    |                              | Presentation of Knowledge and Ideas   |
| DESCRIPTOR /                      | CC.7.SL.                     | Present claims and findings, emphasizing salient points in a focused, coherent  |

|                                   |                 |  |
|-----------------------------------|-----------------|--|
| CONTENT DISCIPLINE                | 4.              | manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.   |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.7.L.         | Language Standards   |
| LEARNING STANDARD / DISCIPLINE    |                 | Conventions of Standard English  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.7.L.2.       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| STANDARD                          | CC.7.L.2.<br>b. | Spell correctly.   |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.7.L.         | Language Standards   |
| LEARNING STANDARD / DISCIPLINE    |                 | Knowledge of Language  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.7.L.3.       | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.   |
| STANDARD                          | CC.7.L.3.<br>a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.7.L.         | Language Standards   |
| LEARNING STANDARD / DISCIPLINE    |                 | Vocabulary Acquisition and Use   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.7.L.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                          | CC.7.L.4.<br>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                          | CC.7.L.4.<br>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 | IL.7.L.         | Language Standards   |
| LEARNING STANDARD / DISCIPLINE    |                 | Vocabulary Acquisition and Use   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.7.L.5.       | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| STANDARD                          | CC.7.L.5.<br>b. | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.   |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.7.L.         | Language Standards   |
| LEARNING STANDARD / DISCIPLINE    |                 | Vocabulary Acquisition and Use   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.7.L.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

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|-----------------------------------|---------------------------------------|--|
| STATE GOAL / DISCIPLINARY CONCEPT | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L. | College and Career Readiness Anchor Standards for Language |
| LEARNING                          |                                       | Conventions of Standard English                            |

|                                   |                              |   |
|-----------------------------------|------------------------------|---|
| STANDARD / DISCIPLINE             |                              |   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL / DISCIPLINARY CONCEPT | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Knowledge of Language   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.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 | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Vocabulary Acquisition and Use  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.4 | Determine or clarify the meaning of 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   | CCSS.EL A-Literacy.C CRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.8.R.L.                    | Reading Standards for Literature  |
| LEARNING STANDARD / DISCIPLINE    |                              | Craft and Structure   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.8.R.L. 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 | IL.8.SL.                     | Speaking and Listening Standards  |
| LEARNING STANDARD / DISCIPLINE    |                              | Presentation of Knowledge and Ideas   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.8.SL. 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 | IL.8.L.                      | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                              | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.8.L.2.                    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                          | CC.8.L.2. c.                 | Spell correctly.  |
| STATE GOAL / DISCIPLINARY         | IL.8.L.                      | Language Standards  |

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|--|--------------|--|
| <b>CONCEPT</b>                           |              |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |              | Vocabulary Acquisition and Use   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CC.8.L.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.  |
| <b>STANDARD</b>                          | CC.8.L.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.  |
| <b>STANDARD</b>                          | CC.8.L.4. d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | IL.8.L.      | Language Standards   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |              | Vocabulary Acquisition and Use   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CC.8.L.5.    | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| <b>STANDARD</b>                          | CC.8.L.5. b. | Use the relationship between particular words to better understand each of the words.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | IL.8.L.      | Language Standards   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |              | Vocabulary Acquisition and Use   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CC.8.L.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 9 - Adopted: 2010**

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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                              | Conventions of Standard English   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                              | Knowledge of Language   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCSS.EL A-Literacy.C CRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                              | Vocabulary Acquisition and Use  |

|  |                              |   |
|--|------------------------------|---|
| <b>DISCIPLINE</b>                        |                              |   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCSS.EL A-Literacy.C CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCSS.EL A-Literacy.C CRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | IL.9-10.L.                   | Language Standards  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                              | Conventions of Standard English   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CC.9-10.L.2.                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| <b>STANDARD</b>                          | CC.9-10.L.2.c.               | Spell correctly.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | IL.9-10.L.                   | Language Standards  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                              | Vocabulary Acquisition and Use  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CC.9-10.L.4.                 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  |
| <b>STANDARD</b>                          | CC.9-10.L.4.a.               | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  |
| <b>STANDARD</b>                          | CC.9-10.L.4.d.               | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | IL.9-10.L.                   | Language Standards  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                              | Vocabulary Acquisition and Use  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CC.9-10.L.6.                 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.           |

## Illinois Learning Standards

### Language Arts

Grade 10 - Adopted: 2010

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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                              | Conventions of Standard English  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | CCSS.EL A-Literacy.C         | College and Career Readiness Anchor Standards for Language   |

|  |                                     |   |
|--|-------------------------------------|---|
|  | <b>CRA.L.</b>                       |   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL A-Literacy.C CRA.L.3</b> | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>CCSS.EL A-Literacy.C CRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL A-Literacy.C CRA.L.4</b> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CCSS.EL A-Literacy.C CRA.L.6</b> | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.9-10.L.</b>                   | <b>Language Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.9-10.L.2.</b>                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| <b>STANDARD</b>                          | <b>CC.9-10.L.2.c.</b>               | Spell correctly.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.9-10.L.</b>                   | <b>Language Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.9-10.L.4.</b>                 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  |
| <b>STANDARD</b>                          | <b>CC.9-10.L.4.a.</b>               | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  |
| <b>STANDARD</b>                          | <b>CC.9-10.L.4.d.</b>               | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>IL.9-10.L.</b>                   | <b>Language Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |                                     | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>CC.9-10.L.6.</b>                 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.           |

**Illinois Learning Standards**

**Language Arts**

Grade 11 - Adopted: 2010

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|--|------------------------------------|---|
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>CCSS.EL A-Literacy.C CRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|--|------------------------------------|---|

|                                   |                              |   |
|-----------------------------------|------------------------------|---|
| LEARNING STANDARD / DISCIPLINE    |                              | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL / DISCIPLINARY CONCEPT | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Knowledge of Language   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.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 | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Vocabulary Acquisition and Use  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.4 | Determine or clarify the meaning of 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   | CCSS.EL A-Literacy.C CRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.11-12.L.                  | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                              | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.11-12.L.1.                | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                          | CC.11-12.L.1.a.              | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.   |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.11-12.L.                  | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                              | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.11-12.L.2.                | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                          | CC.11-12.L.2.b.              | Spell correctly.  |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.11-12.L.                  | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                              | Vocabulary Acquisition and Use  |
| DESCRIPTOR / CONTENT              | CC.11-12.L.4.                | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range  |



|                                   |                 |   |
|-----------------------------------|-----------------|---|
| DISCIPLINE                        |                 | of strategies.  |
| STANDARD                          | CC.11-12.L.4.a. | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  |
| STANDARD                          | CC.11-12.L.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 | IL.11-12.L.     | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                 | Vocabulary Acquisition and Use  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.11-12.L.6.   | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Illinois Learning Standards

### Language Arts

Grade 12 - Adopted: 2010

|                                   |                              |   |
|-----------------------------------|------------------------------|---|
| STATE GOAL / DISCIPLINARY CONCEPT | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL / DISCIPLINARY CONCEPT | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Knowledge of Language   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.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 | CCSS.EL A-Literacy.C CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| LEARNING STANDARD / DISCIPLINE    |                              | Vocabulary Acquisition and Use  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CCSS.EL A-Literacy.C CRA.L.4 | Determine or clarify the meaning of 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   | CCSS.EL A-Literacy.C CRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.11-12.L.                  | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                              | Conventions of Standard English   |

|                                   |                 |   |
|-----------------------------------|-----------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.11-12.L.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                          | CC.11-12.L.1.a. | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.   |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.11-12.L.     | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                 | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.11-12.L.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                          | CC.11-12.L.2.b. | Spell correctly.  |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.11-12.L.     | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                 | Vocabulary Acquisition and Use  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.11-12.L.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.   |
| STANDARD                          | CC.11-12.L.4.a. | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  |
| STANDARD                          | CC.11-12.L.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 | IL.11-12.L.     | Language Standards  |
| LEARNING STANDARD / DISCIPLINE    |                 | Vocabulary Acquisition and Use  |
| DESCRIPTOR / CONTENT DISCIPLINE   | CC.11-12.L.6.   | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |