

Voyages in English 2011
Grade 5
Correlations to IL State Standards

(Updated January 2011)

Illinois English Language Arts Performance Descriptors

Grade 5 (Stage E correlations)

1.A Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use a combination of word analysis and vocabulary strategies (e.g., word patterns, structural analyses) within context to identify unknown words.		W3-L3; W4-L4; W5-L4; W8-L4
2. Learn and use root words, prefixes, and suffixes to understand word meanings.		W3-L3; W4-L4; W5-L4
3. Use synonyms and antonyms to define words.		W2-L4
4. Use word origins to construct the meanings of new words.		W3-L3
5. Use root words and context to determine the denotative and connotative meanings of unknown words.		W6-L4
6. Determine the meaning of a word in context when the word has multiple meanings.		W6-L4
7. Identify and interpret common idioms, similes, analogies, and metaphors.		W6-CO; W6-L3
8. Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.		W7-L1; W8-L5
1.B Students who meet the standard can apply reading strategies to improve understanding and fluency.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Set a purpose for reading and adjust as necessary before and during reading.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Formulate questions to determine meaning based on		W6-L1; W6-L2

plot/character, action, or setting.		
3. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).		W3-CO; W3-L5
4. Make judgments based on prior knowledge during reading.		W7-L2; W7-WW
5. Distinguish between significant and minor details.		W2-L2; W8-L2
6. Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).		W2-L6; W4-L6
7. Identify structure (e.g., description, compare, cause/effect, sequence) of nonfiction text to improve comprehension.		W2-CO; W3-CO; W7-CO
8. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).		W1-L2; W3-L5; W4-L3
9. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.		W2-CO; W4-L3
10. Read age-appropriate material aloud with fluency and accuracy.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
1.C Students who meet the standard can comprehend a broad range of reading materials.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use evidence in text to form and refine questions, predictions, and hypotheses.		W5-L1; W5-L5; W5-WW
2. Ask open-ended questions.		W8-L1; W8-WW
3. Identify evidence for inferences and interpretations based on text combined with prior knowledge.		W4-CO; W5-CO; W5-L5

4. Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.		W1-CO; W2-CO; W3-CO; W4-CO; W4-L3; W5-CO; W5-L1; W6-CO; W7-CO; W8-CO
5. Recognize similarities/ differences of varying styles or points of view.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
6. Select reading strategies for text appropriate to the reader's purpose.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
7. Synthesize key points (ideas) and supporting details to form conclusions.		W2-L2; W3-L1; W5-CO; W8-L1; W8-WW
8. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).		W4-L1; W6-CO; W6-L3
9. Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphors).		W1-CO; W1-L1; W6-L3; W6-L5
10. Show examples of cultural styles in art to enhance meaning and comprehension as done by different illustrators.		W6-CO; W6-L1
11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.		W2-L6; W4-L5; W8-L6; W8-WW
12. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.		W2-CO; W4-L3
2.A Students who meet the standard can understand how literary elements and techniques are used to convey meaning.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Read a wide range of fiction.		W1-CO; W5-L1; W5-L6; W6-CO; W6-L5
2. Identify literary elements and techniques in literary genres (e.g., fables, biographies, historical fiction) and tell how they affect the story.		W1-CO; W1-L1; W5-L1; W5-WW; W6-CO; W6-L5
3. Predict how the story might be different if the author		W6-L2

changed literary elements or techniques (e.g., dialect, setting, vocabulary).		
4. Explain how a technique or element affects the events or characterization in a literary work.		W5-L1; W5-L5; W6-L2
5. Make inferences about character traits and check text for verification.		W6-CO; W6-L2
6. Analyze the use of unfamiliar vocabulary.		W4-L4; W5-L4; W6-L2
7. Use comprehension strategies (e.g., association, categorization, graphic organizers) to enhance understanding.		W1-L2; W4-L3; W8-L3
8. Identify ways in which fiction and nonfiction works are organized differently.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2.B Students who meet the standard can read and interpret a variety of literary works.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Create an extension to a literary text (e.g., alternate ending, additional dialog for a character).		W5-L1; W6-L2
2. Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.		W1-CO; W4-L1; W5-CO; W5-WW; W6-L1
3. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).		W8-WW
4. Compare ideas from texts representing a variety of times and cultures.		W1-CO; W6-CO; W6-L2
5. Make inferences and draw conclusions about contexts, events, character, and settings.		W5-CO; W5-L1; W5-WW; W6-CO; W6-L1; W6-L2
6. Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).		W2-CO; W7-CO; W8-CO
7. Support plausible interpretations with evidence from the text.		W2-CO; W5-L5; W5-WW; W7-WW; W8-CO
3.A Students who meet the standard can use	Grammar Section-Lesson	Writing Chapter-Lesson

correct grammar, spelling, punctuation, capitalization and structure.		
1. Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative).	G7.1; G7.11	W1-L3; W2-CO; W2-WW; W7-L3; W7-WW; W8-WW
2. Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.		W1-L2; W1-WW; W2-WW; W5-L1; W5-WW; W7-L1; W7-WW W8-L1; W8-WW
3. Use a variety of sentence structures (e.g., simple, compound).	G7.1–7.11	W1-L3; W3-L4; W5-L3; W7-L3
4. Use basic transition words to connect ideas.		W1-L2; W2-L2; W2-WW
5. Proofread for correct English conventions.	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–4.11; G5.1–5.5; G6.1–6.6; G7.1– 7.11; G8.1–8.11	W1-WW; W2-WW; W3-WW; W4- WW; W5-WW; W6-WW; W7- WW; W8-WW
6. Demonstrate appropriate use of various parts of speech.	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–4.11; G5.1–5.5; G6.1–6.6	W1-WW; W2-WW; W3-WW; W4- L4; W4-WW; W5-WW; W6-WW; W7-L3; W7-WW; W8-WW
3.B Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers).		W1-WW; W2-WW; W3-WW; W4- WW; W5-WW; W6-WW; W7- WW; W8-WW
2. Establish and maintain a focus.		W1-WW; W2-WW; W3-WW; W4- WW; W5-WW; W6-WW; W7- WW; W8-WW
3. Develop a topic sentence that is supported with details.		W2-L1; W2-WW; W4-L2; W4- WW; W7-L1; W7-WW; W8-L1; W8-WW

4. Organize a coherent structure appropriate to purpose (i.e., narration, exposition, persuasion), audience, and context using paragraphs and transition words.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
5. Use appropriate transition words to connect ideas.		W1-L2; W1-WW; W2-L2; W2-WW
6. Elaborate ideas through facts, details, description, reasons, narration.		W2-L2; W2-WW; W4-L2; W4-WW; W5-L5; W5-WW; W7-L2; W7-WW; W8-L3; W8-WW
7. Use adjectives, adverbs, and prepositional phrases to enrich written language.	G3.1–3.11; G5.1–5.5; G6.2–6.3; G9.4	W1-L4; W4-L4; W7-L3
8. Revise and edit (e.g., conference with self, peer, volunteer, teacher).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
3.C Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use appropriate language, detail, and format for a specified audience.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
2. Use the characteristics of a well-developed narrative, expository, and persuasive piece.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
3. Write creatively for a specified purpose and audience (e.g., short story, poetry, directions, song, friendly letter).		W1-WW; W6-WW
4. Use available technology to design, produce, and present compositions and multimedia works.		W1-L2; W1-WW; W2-WW; W3-L5; W3-WW; W5-WW; W6-WW; W8-WW
5. Compose a multi-paragraph piece, which presents one position of an issue that offers sufficient support.		W7-WW; W8-WW

4.A Students who meet the standard can listen effectively in formal and informal situations.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Evaluate the situation and assume appropriate listening mode.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Record appropriate notes from presentation.		W2-L6; W3-L6; W6-L6; W8-L6
3. Distinguish between nonverbal and verbal messages.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
4. Separate main ideas from supporting facts and details.		W7-L6; W8-L6
5. Paraphrase and summarize the content of a formal/informal spoken presentation or message (e.g., classroom or assembly speakers, media presentations, student reports or speeches, classroom debates).		W3-L6; W4-L6; W7-CO; W7-WW
6. Formulate relevant and focused questions and comments based upon the content of a presentation and a variety of audiences or groups for authentic purposes (e.g., classroom and school government meetings, cooperative group learning and problem-based learning interactions).		W1-L6; W2-L6; W3-L6; W4-L6; W7-L6; W8-L6
7. Modify, control, and block out distractions.		W1-L6; W5-L6
8. Paraphrase or repeat and execute multi-stepped directions.		W2-L1; W2-L3
4.B Students who meet the standard can speak effectively using language appropriate to the situation and audience.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Analyze characteristics of one's audience and prepare appropriate presentations.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
3. Use details to elaborate and develop main ideas for		W1-L6; W2-L6; W3-L6; W4-L6;

purposes of informing, entertaining, and persuading.		W5-L6; W6-L6; W7-L6; W8-L6
4. Use language that is clear, audible, and appropriate.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
5. Use appropriate grammar, word choice, and pacing.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
6. Use appropriate verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
7. Use notes and outlines.		W2-L6; W5-L6; W7-L6; W8-L6
8. Prepare and practice the presentation to fit within a given time limit.		W3-L6; W6-L6; W7-L6
9. Use notes and outlines. (<i>in the state document, this is listed twice, as standard 4B7 and 4B9</i>)		W2-L6; W2-L6; W7-L6; W8-L6
10. Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).		W1-L6; W2-L6; W4-L6; W5-L6
11. Identify and use discussion techniques to arrive at a consensus of opinion.		W5-L2; W7-L6
5.A Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Generate questions of interest and narrow the focus of research.		W8-L1; W8-WW
2. Develop hypotheses based on prior knowledge.		W8-L1; W8-WW
3. Gather information based on a hypothesis (e.g., note taking).		W8-L2; W8-L5; W8-WW
4. Identify and use (with limited support) a variety of		W2-L5; W7-L5; W8-L2; W8-L5;

sources (e.g., reference books, magazines, interviews).		W8-WW
5. Recognize criteria for determining credible sources.		W2-L5; W8-L2; W8-L5; W8-WW
6. Determine appropriate resources.		W7-L5; W8-L2; W8-L5; W8-WW
7. Compare (with limited support) information from a variety of sources.		W4-L3; W8-L2; W8-L5; W8-WW
8. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).		W2-WW; W4-L3; W8-L3; W8-WW
9. Design a research plan and prepare a project.		W8-L1; W8-WW
5.B Students who meet the standard can analyze and evaluate information acquired from various sources.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Analyze information from primary print and non-print sources.		W2-L5
2. Evaluate information from various sources by applying a set of criteria (e.g., accuracy, timeliness, reliability).		W2-L5; W5-L5; W8-L2
3. Use information from footnotes, illustrations, diagrams, charts, and graphs.		W4-L3; W8-L2; W8-WW
4. Identify relevant primary and secondary sources.		W2-L5; W7-L5; W8-L2; W8-L5
5. Recognize the purpose of a bibliography.		W8-L2; W8-WW
6. Develop a bibliography using a simple, acceptable form.		W8-L2; W8-WW
5.C Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.	Grammar Section-Lesson	Writing Chapter-Lesson
1. Select an appropriate format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
2. Use text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners,		W2-L6; W2-WW; W4-L3; W4-L6; W4-WW; W5-L6; W8-L6; W8-

maps, models, artifacts, student-created games, multimedia).		WW
3. Communicate in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).		W3-L6; W5-WW; W8-WW
4. Revise/edit the work.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW