

ENGLISH LANGUAGE ARTS

STATE GOAL 1: Read with understanding and fluency.

Why This Goal Is Important:

Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely, build a strong foundation for learning in all areas of life.

Illinois Standards		My Reading Coach Gold		
Level	Description	Lessons	Supplemental Material	Activities
Learning Standard: A. Apply word analysis and vocabulary skills to comprehend selections.				
Early Elementary	1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	✓	Over 200 Blackline Masters	✓
Early Elementary	1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	✓	Oral Reading: Expert Sheets 4 - 32	✓
Late Elementary	1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	✓	Oral Reading: Expert Sheets 4 - 60	✓
Late Elementary	1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Middle / Jr. High	1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	N/A	N/A	N/A
Middle / Jr. High	1.A.3b Analyze the meaning of words and phrases in their context	✓	Oral Reading: Expert Sheets 4 - 60	✓
Early High School	1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.	N/A	N/A	N/A
Early High School	1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.	✓	Oral Reading: Expert Sheets 4 - 60	✓

Level	Description	Lessons	Supplemental Material	Activities
Late High School	1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.	✓	N/A	✓
Late High School	1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.	N/A	N/A	N/A
Learning Standard: B. Apply reading strategies to improve understanding and fluency.				
Early Elementary	1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	✓	Oral Reading: Expert Sheets 4 - 32	✓
Early Elementary	1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	N/A	Oral Reading: Expert Sheets 4 - 32	N/A
Early Elementary	1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	✓	Oral Reading: Expert Sheets 4 - 32	✓
Early Elementary	1.B.1d Read age-appropriate material aloud with fluency and accuracy.	✓	Oral Reading: Expert Sheets 4 - 32	✓
Late Elementary	1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	✓	Oral Reading: Expert Sheets 4 - 60	✓
Late Elementary	1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	N/A	N/A	N/A
Late Elementary	1.B.2c Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).	✓	Oral Reading: Expert Sheets 4 - 60	✓
Late Elementary	1.B.2d Read age-appropriate material aloud with fluency and accuracy.	✓	Oral Reading: Expert Sheets 4 - 60	✓
Middle / Jr. High	1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.	✓	Oral Reading: Expert Sheets 4 - 60	✓
Middle / Jr. High	1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	N/A	N/A	N/A

Level	Description	Lessons	Supplemental Material	Activities
Middle / Jr. High	1.B.3c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , draw comparisons to other readings).	✓	Oral Reading: Expert Sheets 4 - 60	✓
Middle / Jr. High	1.B.3d Read age-appropriate material with fluency and accuracy.	✓	Oral Reading: Expert Sheets 4 - 60	✓
Early High School	1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.	N/A	N/A	N/A
Early High School	1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	N/A	N/A	N/A
Early High School	1.B.4c Read age-appropriate material with fluency and accuracy.	✓	Oral Reading: Expert Sheets 4 - 60	✓
Late High School	1.B.5a Relate reading to prior knowledge and experience and make connections to related information.	✓	Oral Reading: Expert Sheets 4 - 60	✓
Late High School	1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.	N/A	N/A	N/A
Late High School	1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.	N/A	N/A	N/A
Late High School	1.B.5d Read age-appropriate material with fluency and accuracy.	✓	Oral Reading: Expert Sheets 4 - 60	✓
Learning Standard: C. Comprehend a broad range of reading materials.				
Early Elementary	1.C.1a Use information to form questions and verify predictions.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Early Elementary	1.C.1b Identify important themes and topics.	✓	Oral Reading: Expert Sheets 4 - 32	✓
Early Elementary	1.C.1c Make comparisons across reading selections.	N/A	N/A	N/A
Early Elementary	1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).	N/A	N/A	N/A

Level	Description	Lessons	Supplemental Material	Activities
Early Elementary	1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	✓	Oral Reading: Expert Sheets 4 - 32	✓
Early Elementary	1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.	N/A	N/A	N/A
Late Elementary	1.C.2a Use information to form and refine questions and predictions.	N/A	N/A	N/A
Late Elementary	1.C.2b Make and support inferences and form interpretations about main themes and topics.	✓	Oral Reading: Expert Sheets 4 - 60	✓
Late Elementary	1.C.2c Compare and contrast the content and organization of selections.	N/A	N/A	N/A
Late Elementary	1.C.2d Summarize and make generalizations from content and relate to purpose of material.	N/A	N/A	N/A
Late Elementary	1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	N/A	N/A	N/A
Late Elementary	1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.	N/A	N/A	N/A
Middle / Jr. High	1.C.3a Use information to form, explain and support questions and predictions.	N/A	N/A	N/A
Middle / Jr. High	1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.	N/A	N/A	N/A
Middle / Jr. High	1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.	N/A	N/A	N/A
Middle / Jr. High	1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Middle / Jr. High	1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	N/A	N/A	N/A
Middle / Jr. High	1.C.3f Interpret tables that display textual information and data in visual formats.	N/A	N/A	N/A
Early High School	1.C.4a Use questions and predictions to guide reading.	N/A	N/A	N/A
Early High School	1.C.4b Explain and justify an interpretation of a text.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A

Level	Description	Lessons	Supplemental Material	Activities
Early High School	1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	N/A	N/A	N/A
Early High School	1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.	N/A	N/A	N/A
Early High School	1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	✓	Oral Reading: Expert Sheets 4 - 60	✓
Early High School	1.C.4f Interpret tables, graphs and maps in conjunction with related text.	N/A	N/A	N/A
Late High School	1.C.5a Use questions and predictions to guide reading across complex materials.	N/A	N/A	N/A
Late High School	1.C.5b Analyze and defend an interpretation of text.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Late High School	1.C.5c Critically evaluate information from multiple sources.	N/A	N/A	N/A
Late High School	1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Late High School	1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).	N/A	N/A	N/A
Late High School	1.C.5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.	N/A	N/A	N/A

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important:

Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

Illinois Standards		My Reading Coach Gold		
Level	Description	Lessons	Supplemental Material	Activities
Learning Standard: A. Understand how literary elements and techniques are used to convey meaning.				
Early Elementary	2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.	N/A	Oral Reading: Expert Sheets 4 - 32	N/A
Early Elementary	2.A.1b Classify literary works as fiction or nonfiction.	N/A	N/A	N/A
Early Elementary	2.A.1c Describe differences between prose and poetry.	N/A	N/A	N/A
Late Elementary	2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.	N/A	N/A	N/A
Late Elementary	2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.	N/A	N/A	N/A
Late Elementary	2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).	N/A	N/A	N/A
Middle / Jr. High	2.A.3a Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	N/A	N/A	N/A
Middle / Jr. High	2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	N/A	N/A	N/A

Level	Description	Lessons	Supplemental Material	Activities
Middle / Jr. High	2.A.3c Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).	N/A	N/A	N/A
Middle / Jr. High	2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.	N/A	N/A	N/A
Early High School	2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.	N/A	N/A	N/A
Early High School	2.A.4c Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.	N/A	N/A	N/A
Early High School	2.A.4d Describe the influence of the author's language structure and word choice to convey the author's viewpoint.	N/A	N/A	N/A
Late High School	2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).	N/A	N/A	N/A
Late High School	2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.	N/A	N/A	N/A

Level	Description	Lessons	Supplemental Material	Activities
Late High School	2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.	N/A	N/A	N/A
Late High School	2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.	N/A	N/A	N/A
Learning Standard: B. Read and interpret a variety of literary works.				
Early Elementary	2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.	N/A	Oral Reading: Expert Sheets 4 - 32	N/A
Early Elementary	2.B.1b Identify common themes in literature from a variety of eras.	N/A	N/A	N/A
Early Elementary	2.B.1c Relate character, setting and plot to real-life situations.	N/A	Oral Reading: Expert Sheets 4 - 32	N/A
Late Elementary	2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.	N/A	Oral Reading: Expert Sheets 4 - 60	✓
Late Elementary	2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.	N/A	N/A	N/A
Late Elementary	2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.	N/A	N/A	N/A
Middle / Jr. High	2.B.3a Respond to literary material from personal, creative and critical points of view.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Middle / Jr. High	2.B.3b Compare and contrast common literary themes across various societies and eras.	N/A	N/A	N/A

Level	Description	Lessons	Supplemental Material	Activities
Middle / Jr. High	2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	N/A	N/A	N/A
Early High School	2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Early High School	2.B.4b Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.	N/A	N/A	N/A
Early High School	2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.	N/A	N/A	N/A
Late High School	2.B.5a Analyze and express an interpretation of a literary work.	N/A	N/A	N/A
Late High School	2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.	N/A	N/A	N/A

STATE GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important:

The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and can effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals, and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

Illinois Standards		My Reading Coach Gold		
Level	Description	Lessons	Supplemental Material	Activities
Learning Standard: A. Use correct grammar, spelling, punctuation, capitalization and structure.				
Early Elementary	3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.	✓	Blackline Master Sheets: Grammar	✓
Late Elementary	3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.	✓	Blackline Master Sheets: Grammar	✓
Middle / Jr. High	3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.	✓	Blackline Master Sheets: Grammar	✓
Early High School	3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	✓	Blackline Master Sheets: Grammar	✓
Late High School	3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.	N/A	N/A	N/A

Level	Description	Lessons	Supplemental Material	Activities
Learning Standard: B. Compose well-organized and coherent writing for specific purposes and audiences.				
Early Elementary	3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).	✓	Blackline Master Sheets: Grammar	✓
Early Elementary	3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).	N/A	N/A	N/A
Late Elementary	3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).	N/A	N/A	N/A
Late Elementary	3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.	N/A	N/A	N/A
Late Elementary	3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.	N/A	N/A	N/A
Late Elementary	3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	✓	Blackline Master Sheets: Grammar	✓
Middle / Jr. High	3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	N/A	N/A	N/A
Middle / Jr. High	3.B.3b Edit and revise for word choice, organization, consistent point of view, transitions among paragraphs using contemporary technology and formats suitable for submission or publication.	N/A	N/A	N/A

Level	Description	Lessons	Supplemental Material	Activities
Early High School	3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	N/A	N/A	N/A
Early High School	3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.	N/A	N/A	N/A
Early High School	3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.	N/A	N/A	N/A
Late High School	3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	N/A	N/A	N/A
Learning Standard: C. Communicate ideas in writing to accomplish a variety of purposes.				
Early Elementary	3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.	✓	Blackline Master Sheets: Grammar	✓
Early Elementary	3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.	N/A	N/A	N/A
Late Elementary	3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).	N/A	N/A	N/A
Late Elementary	3.C.2b Produce and format compositions for specified audiences using available technology.	N/A	N/A	N/A
Middle / Jr. High	3.C.3a Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience.	N/A	N/A	N/A

Level	Description	Lessons	Supplemental Material	Activities
Middle / Jr. High	3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.	N/A	N/A	N/A
Early High School	3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).	N/A	N/A	N/A
Early High School	3.C.4b Using available technology, produce compositions and multimedia works for specified audiences.	N/A	N/A	N/A
Late High School	3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.	N/A	N/A	N/A
Late High School	3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).	N/A	N/A	N/A

STATE GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important:

Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

Illinois Standards		My Reading Coach Gold		
Level	Description	Lessons	Supplemental Material	Activities
Learning Standard: A. Listen effectively in formal and informal situations.				
Early Elementary	4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	N/A	Oral Reading: Expert Sheets 4 - 32	N/A
Early Elementary	4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.	✓	Oral Reading: Expert Sheets 4 - 32	✓
Early Elementary	4.A.1c Follow oral instructions accurately.	✓	Oral Reading: Expert Sheets 4 - 32	✓
Early Elementary	4.A.1d Use visually oriented and auditory based media.	✓	N/A	✓
Late Elementary	4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Late Elementary	4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Late Elementary	4.A.2c Restate and carry out a variety of oral instructions.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A

Level	Description	Lessons	Supplemental Material	Activities
Middle / Jr. High	4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Middle / Jr. High	4.A.3b Compare a speaker's verbal and nonverbal messages.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Middle / Jr. High	4.A.3c Restate and carry out multi-step oral instructions.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Middle / Jr. High	4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	✓	N/A	✓
Early High School	4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Early High School	4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).	N/A	N/A	N/A
Early High School	4.A.4c Follow complex oral instructions.	✓	Oral Reading: Expert Sheets 4 - 60	✓
Early High School	4.A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Late High School	4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.	N/A	N/A	N/A
Late High School	4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.	N/A	N/A	N/A
Level	Description	Lessons	Supplemental Material	Activities
Learning Standard: B. Speak effectively using language appropriate to the situation and audience.				
Early Elementary	4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	N/A	N/A	N/A
Early Elementary	4.B.1b Participate in discussions around a common topic.	N/A	Oral Reading: Expert Sheets 4 - 32	N/A

Level	Description	Lessons	Supplemental Material	Activities
Late Elementary	4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Late Elementary	4.B.2b Use speaking skills and procedures to participate in group discussions.	N/A	Oral Reading: Expert Sheets 4 - 60	N/A
Late Elementary	4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).	N/A	N/A	N/A
Late Elementary	4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.	N/A	N/A	N/A
Middle / Jr. High	4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	N/A	N/A	N/A
Middle / Jr. High	4.B.3b Design and produce reports and multi-media compositions that represent group projects.	N/A	N/A	N/A
Middle / Jr. High	4.B.3c Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).	N/A	N/A	N/A
Middle / Jr. High	4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.	N/A	N/A	N/A
Early High School	4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.	N/A	N/A	N/A

Level	Description	Lessons	Supplemental Material	Activities
Early High School	4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.	N/A	N/A	N/A
Early High School	4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, note cards, practice).	N/A	N/A	N/A
Early High School	4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.	N/A	N/A	N/A
Late High School	4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.	N/A	N/A	N/A
Late High School	4.B.5b Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.	N/A	N/A	N/A
Late High School	4.B.5c Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).	N/A	N/A	N/A
Late High School	4.B.5d Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).	N/A	N/A	N/A

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important:

To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Illinois Standards		My Reading Coach Gold		
Level	Description	Lessons	Supplemental Material	Activities
Learning Standard: A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.				
Early Elementary	5.A.1a Identify questions and gather information.	N/A	N/A	N/A
Early Elementary	5.A.1b Locate information using a variety of resources.	N/A	N/A	N/A
Late Elementary	5.A.2a Formulate questions and construct a basic research plan.	N/A	N/A	N/A
Late Elementary	5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs).	N/A	N/A	N/A
Middle / Jr. High	5.A.3a Identify appropriate resources to solve problems or answer questions through research.	N/A	N/A	N/A
Middle / Jr. High	5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	N/A	N/A	N/A
Early High School	5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).	N/A	N/A	N/A
Early High School	5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.	N/A	N/A	N/A
Late High School	5.A.5a Develop a research plan using multiple forms of data.	N/A	N/A	N/A
Late High School	5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.	N/A	N/A	N/A

Level	Description	Lessons	Supplemental Material	Activities
Learning Standard: B. Analyze and evaluate information acquired from various sources.				
Early Elementary	5.B.1a Select and organize information from various sources for a specific purpose.	N/A	N/A	N/A
Early Elementary	5.B.1b Cite sources used.	N/A	N/A	N/A
Late Elementary	5.B.2a Determine the accuracy, currency and reliability of materials from various sources.	N/A	N/A	N/A
Late Elementary	5.B.2b Cite sources used.	N/A	N/A	N/A
Middle / Jr. High	5.B.3a Choose and analyze information sources for individual, academic and functional purposes.	N/A	N/A	N/A
Middle / Jr. High	5.B.3b Identify, evaluate and cite primary sources.	N/A	N/A	N/A
Early High School	5.B.4a Choose and evaluate primary and secondary sources (print and non print) for a variety of purposes.	N/A	N/A	N/A
Early High School	5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals.	N/A	N/A	N/A
Late High School	5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.	N/A	N/A	N/A
Late High School	5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.	N/A	N/A	N/A
Learning Standard: C. Apply acquired information, concepts and ideas to communicate in a variety of formats.				
Early Elementary	5.C.1a Write letters, reports and stories based on acquired information.	N/A	Blackline Master Sheets: Grammar	N/A
Early Elementary	5.C.1b Use print, non print, human and technological resources to acquire and use information.	✓	Over 200 Blackline Master Sheets	✓
Late Elementary	5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.	N/A	Blackline Master Sheets: Grammar	N/A
Late Elementary	5.C.2b Prepare and deliver oral presentations based on inquiry or research.	N/A	N/A	N/A

Level	Description	Lessons	Supplemental Material	Activities
Middle / Jr. High	5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	N/A	N/A	N/A
Middle / Jr. High	5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	N/A	N/A	N/A
Middle / Jr. High	5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	N/A	N/A	N/A
Early High School	5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.	N/A	N/A	N/A
Early High School	5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology.	N/A	N/A	N/A
Early High School	5.C.4c Prepare for and participate in formal debates.	N/A	N/A	N/A
Late High School	5.C.5a Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.	N/A	N/A	N/A
Late High School	5.C.5b Support and defend a thesis statement using various references including media and electronic resources.	N/A	N/A	N/A