

Illinois English Language Arts Learning Standards

Early Elementary and Late Elementary

STATE GOAL 1: Read with understanding and fluency.		Light Energy	Weather and Water	Variation and Adaptation	Digestion and Body Systems
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.				
Late Elementary	1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	●	●	●	●
Early Elementary	1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	●●	●●	●●	●●
Late Elementary	1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	●●●	●●●	●●●	●●●
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.	●●●	●●●	●●●	●●●
Late Elementary	1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	●●●	●●●	●●●	●●●
Early Elementary	1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	●●●	●●●	●●●	●●●
Late Elementary	1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	●●	●●●	●●	●●
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).	●●●	●●●	●●●	●●●
Late Elementary	1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , clarify terminology, seek additional information).	●●●	●●●	●●●	●●●
Early Elementary	1.B.1d Read age-appropriate material aloud with fluency and accuracy.				
Late Elementary	1.B.2d Read age-appropriate material aloud with fluency and accuracy.				

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C. Comprehend a broad range of reading materials.		●●●	●●●	●●●	●●●
Early Elementary	1.C.1a Use information to form questions and verify predictions.	●●●	●●●	●●	●●
Late Elementary	1.C.2a Use information to form and refine questions and predictions.	●●●	●●●	●●	●●
Early Elementary	1.C.1b Identify important themes and topics.	●●●	●●●	●●●	●●●
Late Elementary	1.C.2b Make and support inferences and form interpretations about main themes and topics.	●●	●●	●●●	●●
Early Elementary	1.C.1c Make comparisons across reading selections.	●●●	●●●	●●●	●●●
Late Elementary	1.C.2c Compare and contrast the content and organization of selections.	●●●	●●●	●●●	●●●
Early Elementary	1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).	●●	●●	●●	●●
Late Elementary	1.C.2d Summarize and make generalizations from content and relate to purpose of material.	●●●	●●	●●	●●
Early Elementary	1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	●●●	●●●	●●●	●●●
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).	●●●	●●●	●●●	●●●
Early Elementary	1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.	●●●	●●●	●●●	●●●
Late Elementary	1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.	●●●	●●●	●●●	●●●
STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.					
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.				
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.				
Early Elementary	2.A.1b Classify literary works as fiction or nonfiction.	●●	●●	●●	●●
Late Elementary	2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.				
Early Elementary	2.A.1c Describe differences between prose and poetry.				
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).	●●	●●	●●	●●

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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.	●●●	●●●	●●●	●●●
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.	●●●	●●●	●●●	●●●
Early Elementary	2.B.1b Identify common themes in literature from a variety of eras.				
Late Elementary	2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.				
Early Elementary	2.B.1c Relate character, setting and plot to real-life situations.				
Late Elementary	2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.				
STATE GOAL 3: Write to communicate for a variety of purposes.					
A. Use correct grammar, spelling, punctuation, capitalization and structure.		●	●	●	●
Early Elementary	3.A.1 Construct complete sentences which demonstrate subject/verb/object agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.	●	●	●	●
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.	●	●	●	●
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).	●●●	●●●	●●●	●●●
Late Elementary	3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).	●●●	●●●	●●●	●●●
Early Elementary	3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).	●●●	●●●	●●●	●●●
Late Elementary	3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.	●●●	●●●	●●●	●●●

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Early Elementary	3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.	●●	●●	●●●	●●●
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.	●	●	●	●
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.	●●●	●●●	●●●	●●●
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).	●●●	●●●	●●●	●●●
Early Elementary	3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.	●●●	●●●	●●●	●●●
Late Elementary	3.C.2b Produce and format compositions for specified audiences using available technology.				
STATE GOAL 4: Listen and speak effectively in a variety of situations.					
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.	●●●	●●●	●●●	●●●
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.	●●●	●●●	●●●	●●●
Early Elementary	4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.	●●●	●●●	●●●	●●●
Late Elementary	4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.	●●	●●	●●	●●
Early Elementary	4.A.1c Follow oral instructions accurately.	●●●	●●●	●●●	●●●
Late Elementary	4.A.2c Restate and carry out a variety of oral instructions.	●●●	●●●	●●●	●●●
Early Elementary	4.A.1d Use visually oriented and auditorily based media.	●	●	●	●
B. Speak effectively using language appropriate to the situation and audience.		●●●	●●●	●●●	●●●

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Early Elementary	4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	●●●	●●●	●●●	●●●
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.	●●●	●●●	●●●	●●●
Early Elementary	4.B.1b Participate in discussions around a common topic.	●●●	●●●	●●●	●●●
Late Elementary	4.B.2b Use speaking skills and procedures to participate in group discussions.	●●●	●●●	●●●	●●●
Early Elementary	4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).				
Late Elementary	4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.				
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.					
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.	●●●	●●●	●●●	●●●
Late Elementary	5.A.2a Formulate questions and construct a basic research plan.	●●●	●●●	●●●	●●●
Early Elementary	5.A.1b Locate information using a variety of resources.	●●●	●●●	●●●	●●●
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).	●●●	●●●	●●●	●●●
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.	●●●	●●●	●●●	●●●
Late Elementary	5.B.2a Determine the accuracy, currency and reliability of materials from various sources.				
Early Elementary	5.B.1b Cite sources used.				
Late Elementary	5.B.2b Cite sources used.				
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.	●●	●●	●●	●●
Late Elementary	5.C.2a Create a variety of print and nonprint documents to communicate acquired information	●●●	●●●	●●●	●●●

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	for specific audiences and purposes.				
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Early Elementary	5.C.1b Use print, nonprint, human and technological resources to acquire and use information.	●●●	●●●	●●●	●●●
Late Elementary	5.C.2b Prepare and deliver oral presentations based on inquiry or research.	●●●	●●●	●●●	●●●

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