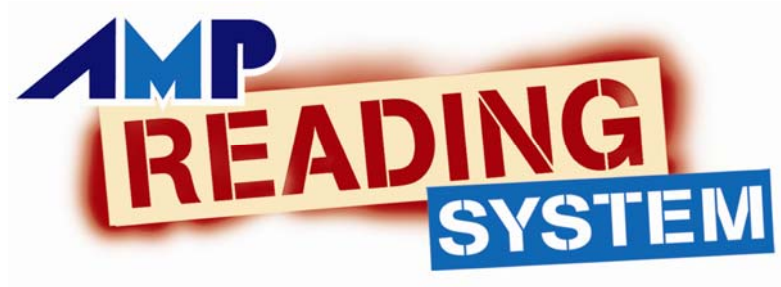


# *AMP READING SYSTEM*



Correlated to  
Illinois Language Arts  
Stages E-I Performance Descriptors



Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage E

<b>1A</b>	<b>Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.</b>	
<b>Stage E</b>	<b>AMP READING SYSTEM</b>	
1. Use a combination of word <b>analysis</b> and vocabulary strategies ( <b>e.g.</b> , word patterns, structural analyses) within context to identify unknown words.	<b>Level 1:</b>	11, 19, 20, 27, 35, 43, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116
	<b>Level 2:</b>	11, 19, 27, 35, 43, 51, 59, 67, 75, 83, 91, 99, 107, 115
	<b>Level 3:</b>	11, 12, 19, 20, 27, 28, 35, 36, 43-44, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116
2. Learn and use root words, prefixes, and suffixes to understand word meanings.	<b>Level 1:</b>	68, 76, 116
	<b>Level 2:</b>	12, 28, 44, 52, 60, 84, 92, 108
	<b>Level 3:</b>	12, 36, 44, 52, 68, 92, 116
3. Use synonyms and antonyms to define words.	<b>Level 1:</b>	12, 27, 36, 44, 84, 100
	<b>Level 2:</b>	20, 36, 76, 84, 92, 100
	<b>Level 3:</b>	12, 19, 28, 35, 60, 76, 84, 100, 108, 116
4. Use word origins to construct the meanings of new words.		
5. Use root words and context to determine the denotative and connotative meanings of unknown words.	<b>Level 1:</b>	11, 19, 20, 28, 35, 36, 43, 44, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116
	<b>Level 2:</b>	11, 12, 19, 27, 35, 36, 43, 44, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116
	<b>Level 3:</b>	11, 12, 19, 20, 27, 28, 35, 36, 43, 44, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116
6. Determine the meaning of a word in context when the word has multiple meanings.		
7. Identify and interpret common idioms, <b>similes</b> , analogies, and <b>metaphors</b> .	<b>Level 1:</b>	60, 100
	<b>Level 2:</b>	100
	<b>Level 3:</b>	28
8. Use additional resources ( <b>e.g.</b> , newspapers, interviews, technological resources) as applicable to clarify meanings of material.		

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

<b>1B</b>	<b>Students who meet the standard can apply reading strategies to improve understanding and fluency.</b>	
<b>Stage E</b>	<b>AMP READING SYSTEM</b>	
1. Set a purpose for reading and adjust as necessary before and during reading.		
2. Formulate questions to determine meaning based on plot/character, action, or setting.		
3. Apply survey strategies (e.g., use of bold print, organization of content, <b>key words</b> , graphics).	<b>Level 1:</b>	55, 80, 87, 111
	<b>Level 2:</b>	64, 65, 73
	<b>Level 3:</b>	48, 64, 88, 104, 111, 120
4. Make judgments based on prior knowledge during reading.		
5. Distinguish between significant and minor details.	<b>Level 1:</b>	8, 15, 16, 17, 23, 24, 25, 32, 34, 40, 47, 55, 64, 65, 66, 79, 80, 81, 82, 90, 103, 104, 105, 106, 114
	<b>Level 2:</b>	8, 16, 17, 23, 24, 25, 32, 33, 40, 41, 56, 57, 64, 65, 71, 72, 80, 81, 87, 104, 112, 113, 120
	<b>Level 3:</b>	8, 16, 24, 41, 64, 80, 82, 90, 104, 112, 120
6. Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).		
7. Identify structure (e.g., description, compare, cause/effect, sequence) of nonfiction <b>text</b> to improve comprehension.	<b>Level 1:</b>	63, 64, 65, 66, 71, 74, 119
	<b>Level 2:</b>	64, 65, 72, 73, 74, 120
	<b>Level 3:</b>	64, 65, 66, 72, 73, 74, 89, 121
8. Demonstrate understanding of structure through the use of <b>graphic organizers</b> and outlining (e.g., mapping, time lines, Venn diagrams).	<b>Level 1:</b>	87, 88, 121
	<b>Level 2:</b>	89, 121
	<b>Level 3:</b>	89, 121
9. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and <b>context clues</b> , ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.	<b>Level 1:</b>	31, 32, 33, 40, 41, 48, 49, 55, 57, 80, 81, 88, 89, 95, 96, 97, 103, 104, 112, 120, 121
	<b>Level 2:</b>	17, 25, 33, 40, 41, 48, 49, 56, 57, 80, 81, 87, 88, 95, 96, 97, 104, 105, 112, 120, 121
	<b>Level 3:</b>	32, 33, 34, 40, 41, 42, 80, 81, 82, 88, 89, 96, 97, 104, 105, 112, 113, 120, 121, 122

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

10. Read age-appropriate material aloud with fluency and accuracy.	<p><b>Level 1:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122</p> <p><b>Level 2:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122</p> <p><b>Level 3:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122</p>
<b>1C</b>	<b>Students who meet the standard can comprehend a broad range of reading materials.</b>
<b>Stage E</b>	<b>AMP READING SYSTEM</b>
1. Use evidence in <b>text</b> to form and refine questions, predictions, and <b>hypotheses</b> .	<p><b>Level 1:</b> 31, 33, 40, 41, 42, 47, 48, 49, 50, 55, 56, 57, 58, 105, 111</p> <p><b>Level 2:</b> 32, 33, 40, 41, 42, 48, 49, 50, 56, 57, 105, 112</p> <p><b>Level 3:</b> 32, 33, 34, 40, 41, 42, 48, 49, 50, 56, 57, 64, 97, 105, 113, 121</p>
2. Ask open-ended questions.	
3. Identify evidence for <b>inferences</b> and interpretations based on text combined with prior knowledge.	<p><b>Level 1:</b> 40, 41, 95, 96, 97, 98, 103, 104, 112, 121, 122</p> <p><b>Level 2:</b> 8, 104, 105, 113</p> <p><b>Level 3:</b> 96, 97, 104, 106, 120</p>
4. Compare the content and organization ( <b>e.g., themes</b> , topics, text structure, <b>story elements</b> ) of various selections.	
5. Recognize similarities/ differences of varying styles or points of view.	
6. Select reading strategies for text appropriate to the reader's purpose.	<p><b>Level 1:</b> 112, 121, 122</p> <p><b>Level 2:</b> 64, 112, 113, 120, 121</p> <p><b>Level 3:</b> 112, 113, 120, 121, 122</p>
7. Synthesize key points (ideas) and supporting details to form conclusions.	<p><b>Level 2:</b> 48, 49</p> <p><b>Level 3:</b> 81</p>
8. Interpret imagery and figurative language (e.g., alliteration, <b>metaphor, simile</b> , personification).	<p><b>Level 1:</b> 80</p> <p><b>Level 2:</b> 89</p> <p><b>Level 3:</b> 81</p>

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

9. Explain how authors and illustrators use <b>text</b> and art to express their ideas (e.g., points of view, design hues, metaphors).	<p><b>Level 1:</b> 80, 87</p> <p><b>Level 2:</b> 40, 41, 80</p> <p><b>Level 3:</b> 72, 80, 81, 82</p>
10. Show examples of cultural styles in art to enhance meaning and comprehension as done by different illustrators.	
11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.	<p><b>Level 1:</b> 80</p> <p><b>Level 2:</b> 89</p> <p>The opportunity to address this objective is available. See the following:</p> <p><b>Level 3:</b> 89</p>
12. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.	<p><b>Level 1:</b> 112, 121, 122</p> <p><b>Level 2:</b> 57, 112, 113, 120, 121</p> <p><b>Level 3:</b> 112, 113, 120, 121, 122</p>
<b>2A</b>	<b>Students who meet the standard can understand how literary elements and techniques are used to convey meaning.</b>
<b>Stage E</b>	<b>AMP READING SYSTEM</b>
1. Read a wide range of fiction.	<p><b>Level 1:</b> 77-79, 82, 101-103</p> <p><b>Level 2:</b> 42, 45-47, 66, 93-95</p> <p><b>Level 3:</b> 45-47, 66, 101-103, 106, 117-119</p>
2. Identify <b>literary elements</b> and techniques in literary genres (e.g., fables, biographies, historical fiction) and tell how they affect the story.	<b>Level 1:</b> 80
3. Predict how the story might be different if the author 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.	
5. Make <b>inferences</b> about character traits and check <b>text</b> for verification.	<b>Level 2:</b> 96
6. Analyze the use of unfamiliar vocabulary.	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level 3:</b> 72</p>

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

<p>7. Use comprehension strategies (e.g., association, categorization, <b>graphic organizers</b>) to enhance understanding.</p>	<p><b>Level 1:</b> 31, 32, 33, 40, 41, 48, 49, 55, 57, 80, 81, 88, 89, 95, 96, 97, 103, 104, 112, 120, 121</p> <p><b>Level 2:</b> 17, 25, 33, 40, 41, 48, 49, 56, 57, 80, 81, 87, 88, 95, 96, 97, 104, 105, 112, 120, 121</p> <p><b>Level 3:</b> 25, 32, 33, 40, 41, 48, 49, 50, 56, 57, 73, 80, 81, 88, 89, 96, 97, 104, 105, 106, 112, 113, 120, 121</p>
<p>8. Identify ways in which fiction and nonfiction works are organized differently.</p>	<p>The opportunity to address this objective is available See the following: <b>Level 1:</b> 63, 64, 65, 71, 74, 119</p> <p>The opportunity to address this objective is available See the following: <b>Level 2:</b> 64, 65, 72, 73, 74, 120</p> <p>The opportunity to address this objective is available. See the following: <b>Level 3:</b> 64, 65, 66, 72, 73, 74, 89</p>
<b>2B</b>	<b>Students who meet the standard can read and interpret a variety of literary works.</b>
<b>Stage E</b>	<b>AMP READING SYSTEM</b>
<p>1. Create an extension to a literary <b>text</b> (e.g., alternate ending, additional dialog for a character).</p>	
<p>2. Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.</p>	<p><b>Level 1:</b> 95, 96, 97, 98, 103, 104, 112, 121, 122</p> <p><b>Level 2:</b> 33, 95, 96, 97, 98, 104, 105, 120</p> <p><b>Level 3:</b> 25, 81, 88, 89, 96, 97, 104, 106, 120</p>
<p>3. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).</p>	<p><b>Level 1:</b> 31-33, 37-39, 77-79, 85-87, 112, 121, 122</p> <p><b>Level 2:</b> 32-33, 40-41, 57, 79-81, 87-89, 121</p> <p><b>Level 3:</b> 32-33, 40-41, 112-113, 120-121, 122</p>
<p>4. Compare ideas from texts representing a variety of times and cultures.</p>	
<p>5. Make <b>inferences</b> and draw conclusions about contexts, events, character, and settings.</p>	<p><b>Level 1:</b> 80, 81, 95, 96, 97, 98, 103, 104, 121</p> <p><b>Level 2:</b> 95, 96, 97, 98, 104, 105, 120</p> <p><b>Level 3:</b> 81, 88, 89, 96, 97, 104, 106, 120</p>

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

6. Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).	<p><b>Level 1:</b> 13-15, 21-23, 29-31, 34, 37-39, 42, 45-47, 50, 53-55, 58, 61-63, 66, 69-71, 85-87, 90, 93-95, 98, 106, 109-111, 117-119, 122</p> <p><b>Level 2:</b> 13-15, 21-23, 26, 29-32, 34, 37-39, 50, 53-55, 61-63, 69-71, 74, 77-79, 82, 85-87, 90, 101-103, 106, 109-111, 114, 117-119</p> <p><b>Level 3:</b> 8, 13-15, 18, 21-23, 26, 29-31, 34, 37-39, 42, 50, 53-55, 58, 61-63, 69-71, 74, 77-79, 82, 85-87, 90, 93-95, 98, 109-111, 114, 122</p>
7. Support plausible interpretations with evidence from the text.	
<b>3A</b>	<b>Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.</b>
<b>Stage E</b>	<b>AMP READING SYSTEM</b>
1. Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative).	
2. Develop multi-paragraph compositions that include an introduction, first and <b>second level support</b> , and a conclusion.	
3. Use a variety of sentence structures (e.g., simple, compound).	
4. Use basic transition words to connect ideas.	
5. Proofread for correct English conventions.	
6. Demonstrate appropriate use of various parts of speech.	<p><b>Level 1:</b> 20, 28, 52, 108, 116</p> <p><b>Level 2:</b> 12, 28, 44, 52, 60, 92, 108</p> <p><b>Level 3:</b> 12, 36, 44, 52, 68, 116</p>
<b>3B</b>	<b>Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.</b>
<b>Stage E</b>	<b>AMP READING SYSTEM</b>
1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, <b>brainstorming</b> , listing, note taking, outlining, drafting, <b>graphic organizers</b> ).	
2. Establish and maintain a focus.	
3. Develop a topic sentence that is supported with details.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

	4. Organize a coherent structure appropriate to purpose (i.e., narration, exposition, persuasion), audience, and context using paragraphs and transition words.	
	5. Use appropriate transition words to connect ideas.	
	6. Elaborate ideas through facts, details, description, reasons, narration.	
	7. Use adjectives, adverbs, and prepositional phrases to enrich written language.	
	8. Revise and edit (e.g., conference with self, peer, volunteer, teacher).	
3C	Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.	
Stage E		AMP READING SYSTEM
	1. Use appropriate language, detail, and <b>format</b> for a specified audience.	
	2. Use the characteristics of a well-developed narrative, expository, and persuasive piece.	
	3. Write creatively for a specified purpose and audience ( <b>e.g.</b> , short story, poetry, directions, song, friendly letter).	
	4. Use available technology to design, produce, and present compositions and multimedia works.	
	5. Compose a multi-paragraph piece which presents one position of an issue that offers sufficient support.	
4A	Students who meet the standard can listen effectively in formal and informal situations.	
Stage E		AMP READING SYSTEM
	1. Evaluate the situation and assume appropriate listening mode.	
	2. Record appropriate notes from presentation.	
	3. Distinguish between nonverbal and verbal messages.	
	4. Separate main ideas from supporting facts and details.	



Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

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).	
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).	
7.	Modify, control, and block out distractions.	
8.	Paraphrase or repeat and execute multi-stepped directions.	
<b>4B</b>	<b>Students who meet the standard can speak effectively using language appropriate to the situation and audience.</b>	
<b>Stage E</b>		<b>AMP READING SYSTEM</b>
1.	Analyze characteristics of one's audience and prepare appropriate presentations.	
2.	Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.	
3.	Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.	
4.	Use language that is clear, audible, and appropriate.	
5.	Use appropriate grammar, word choice, and pacing.	
6.	Use appropriate verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).	
7.	Use notes and outlines.	
8.	Prepare and practice the presentation to fit within a given time limit.	
9.	Use notes and outlines.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

	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).	
	11. Identify and use discussion techniques to arrive at a consensus of opinion.	
<b>5A</b>	<b>Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</b>	
	<b>Stage E</b>	<b>AMP READING SYSTEM</b>
	1. Generate questions of interest and narrow the focus of research.	
	2. Develop <b>hypotheses</b> based on prior knowledge.	
	3. Gather information based on a hypothesis ( <b>e.g.</b> , note taking). <ul style="list-style-type: none"> <li>• Identify and use (with limited support) a variety of sources (e.g., reference books, magazines, interviews).</li> <li>• Recognize criteria for determining credible sources.</li> <li>• Determine appropriate resources.</li> </ul>	
	4. Compare (with limited support) information from a variety of sources.	
	5. Arrange information in an orderly manner (e.g., outlining, sequencing, <b>graphic organizers</b> ).	
	6. Design a research plan and prepare a project.	
<b>5B</b>	<b>Students who meet the standard can analyze and evaluate information acquired from various sources.</b>	
	<b>Stage E</b>	<b>AMP READING SYSTEM</b>
	1. Analyze information from primary print and non-print sources.	
	2. Evaluate information from various sources by applying a set of criteria ( <b>e.g.</b> , accuracy, timeliness, reliability).	
	3. Use information from footnotes, illustrations, diagrams, charts, and graphs.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

4. Identify relevant primary and secondary sources.	
5. Recognize the purpose of a <b>bibliography</b> .	
6. Develop a bibliography using a simple, acceptable form.	
<b>5C Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.</b>	
<b>Stage E</b>	<b>AMP READING SYSTEM</b>
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).	
2. Use text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games, multimedia).	
3. Communicate in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).	
4. Revise/edit the work.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

<b>1A</b>	<b>Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.</b>	
<b>Stage F</b>	<b>AMP READING SYSTEM</b>	
1. Identify and apply appropriate word <b>analysis</b> and vocabulary strategies ( <b>e.g.</b> , word patterns, structural analyses) to identify unfamiliar words.	<b>Level 1:</b>	11, 19, 20, 27, 35, 43, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116
	<b>Level 2:</b>	11, 19, 27, 35, 43, 51, 59, 67, 75, 83, 91, 99, 107, 115
	<b>Level 3:</b>	11, 12, 19, 20, 27, 28, 35, 36, 43, 44, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116
2. Use prefixes, suffixes, and root words to understand word meanings.	<b>Level 1:</b>	68, 76, 116
	<b>Level 2:</b>	12, 28, 44, 52, 60, 84, 92, 108
	<b>Level 3:</b>	12, 34, 44, 52, 68, 92, 116
3. Use synonyms and antonyms to express the implied meaning of a new word.	<b>Level 1:</b>	12, 27, 36, 44, 84, 100
	<b>Level 2:</b>	20, 36, 76, 84, 92, 100
	<b>Level 3:</b>	12, 19, 28, 35, 60, 76, 84, 100, 108, 116
4. Determine the meaning of words in context using <b>denotation</b> and <b>connotation</b> strategies.	<b>Level 1:</b>	11, 19, 20, 27, 28, 35, 36, 43, 44, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116
	<b>Level 2:</b>	11, 12, 19, 27, 35, 36, 43, 44, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116
	<b>Level 3:</b>	11, 12, 19, 20, 27, 28, 35, 36, 43, 44, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116
5. Identify and interpret idioms, <b>similes</b> , analogies, and <b>metaphors</b> to express implied meanings of words.	<b>Level 1:</b>	60, 100
	<b>Level 2:</b>	100
	<b>Level 3:</b>	28
6. Use etymologies to construct the meanings of new words.		

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

7. Apply appropriate word analysis, vocabulary, and <b>contextual clues</b> to determine the meaning of unfamiliar words across a range of subjects.	<p><b>Level 1:</b> 11, 19, 20, 27, 28, 35, 36, 43, 44, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116</p> <p><b>Level 2:</b> 11, 19, 27, 35, 43, 51, 59, 67, 75, 83, 91, 99, 107, 115</p> <p><b>Level 3:</b> 11, 12, 19, 20, 27, 28, 35, 36, 43, 44, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116</p>
8. Recognize literary devices (e.g., figurative language, description, dialogue) in <b>text</b> .	<p><b>Level 1:</b> 80</p> <p><b>Level 2:</b> 80, 89</p> <p><b>Level 3:</b> 80, 81, 82</p>
<b>1B</b>	<b>Students who meet the standard can apply reading strategies to improve understanding and fluency.</b>
<b>Stage F</b>	<b>AMP READING SYSTEM</b>
1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.	<p><b>Level 1:</b> 111, 119</p> <p><b>Level 2:</b> 64</p> <p><b>Level 3:</b> 48, 64, 111, 120</p>
2. Identify author's ideas and purposes.	<p><b>Level 2:</b> 40, 41</p> <p><b>Level 3:</b> 73</p>
3. Build and support plausible interpretations with evidence from the text through collaboration with others.	
4. Make connections to real world situations or related topics before and during reading.	<p><b>Level 1:</b> 112, 122</p> <p><b>Level 2:</b> 113</p> <p><b>Level 3:</b> 49, 97</p>
5. Identify main plot elements, conflicts, and themes in a variety of texts.	<p>The opportunity to address this objective is available. See the following: <b>Level 1:</b> 79-81, 103-105</p> <p>The opportunity to address this objective is available. See the following: <b>Level 2:</b> 48-49, 95-97</p> <p>The opportunity to address this objective is available. See the following: <b>Level 3:</b> 48-49, 104-105</p>

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

<p>6. Distinguish between significant and minor details.</p>	<p><b>Level 1:</b> 8, 15, 16, 17, 23, 24, 25, 32, 34, 40, 41, 42, 47, 50, 55, 56, 57, 58, 63, 64, 65, 66, 72, 73, 82, 89, 103, 104, 105, 106, 112, 113, 114</p> <p><b>Level 2:</b> 8, 16, 17, 23, 24, 25, 32, 33, 40, 41, 56, 57, 64, 65, 71, 72, 80, 81, 87, 104, 112, 113, 120</p> <p><b>Level 3:</b> 8, 16, 24, 41, 64, 80, 82, 90, 104, 112, 114, 120</p>
<p>7. Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.</p>	<p>The opportunity to address this objective is available. See the following: <b>Level 1:</b> 8, 16, 17, 18, 24, 25, 26, 65</p> <p>The opportunity to address this objective is available. See the following: <b>Level 2:</b> 16, 17, 23, 24</p> <p>The opportunity to address this objective is available. See the following: <b>Level 3:</b> 8, 16, 18, 23, 24, 26, 112, 114</p>
<p>8. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.</p>	<p><b>Level 1:</b> 8, 15, 16, 17, 23, 24, 25, 31, 32, 33, 34, 42, 47, 48, 49, 50, 55, 56, 57, 66, 71, 72, 73, 87, 88, 89, 95, 96, 97, 98, 103, 104, 105, 112, 113, 120, 121</p> <p><b>Level 2:</b> 8, 16, 17, 23, 24, 25, 32, 33, 40, 41, 56, 57, 64, 65, 71, 72, 80, 81, 87, 104, 112, 113, 120</p> <p><b>Level 3:</b> 16, 18, 23, 24, 33, 40, 49, 56, 73, 80, 96, 97, 104, 120</p>
<p>9. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams)</p>	<p><b>Level 1:</b> 87, 88, 121</p> <p><b>Level 2:</b> 89, 121</p> <p><b>Level 3:</b> 89, 121</p>
<p>10. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).</p>	<p><b>Level 1:</b> 55, 80, 87, 111</p> <p><b>Level 2:</b> 64, 65, 73</p> <p><b>Level 3:</b> 48, 64, 65, 72, 80, 88, 89, 104, 111</p>

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

11. Summarize ideas from text to make and defend accurate inferences about character traits and motivations.	The opportunity to address this objective is available. See the following: <b>Level 1:</b> 81  The opportunity to address this objective is available. See the following: <b>Level 2:</b> 96
12. Interpret the meaning of figurative language in a variety of texts.	
13. Evaluate new information and hypotheses by comparing them to known information and ideas.	<b>Level 1:</b> 112  <b>Level 2:</b> 113  <b>Level 3:</b> 49, 97
14. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.	<b>Level 1:</b> 31, 32, 33, 40, 41, 48, 49, 55, 57, 80, 81, 88, 89, 95, 96, 97, 103, 104, 112, 120, 121  <b>Level 2:</b> 17, 25, 33, 40, 41, 48, 49, 56, 57, 80, 81, 87, 88, 95, 96, 97, 104, 105, 112, 120, 121  <b>Level 3:</b> 32, 33, 34, 40, 41, 42, 80, 81, 82, 88, 89, 96, 97, 104, 105, 112, 113, 120, 121, 122
15. Read aloud fluently (with expression, accuracy, and appropriate speed).	<b>Level 1:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122  <b>Level 2:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122  <b>Level 3:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122
16. Develop creative interpretations of reading.	
17. Select and read books for recreation.	
<b>1C</b>	<b>Students who meet the standard can comprehend a broad range of reading materials.</b>
<b>Stage F</b>	<b>AMP READING SYSTEM</b>
1. Confirm, reject and modify questions, predictions, and <b>hypotheses</b> based on evidence in <b>text</b> .	<b>Level 1:</b> 31, 32, 33, 34, 40, 41, 42, 47, 48, 49, 50, 55, 56, 57, 58, 105  <b>Level 2:</b> 32, 33, 40, 41, 42, 48, 49, 50, 56, 57, 105, 112  <b>Level 3:</b> 32, 33, 34, 40, 41, 42, 48, 49, 50, 56, 57, 97, 105, 113, 121

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

2. Use relevant and accurate references, most of which are specific and fully supported to make generalizations from content.	<b>Level 3:</b> 25
3. Ask and respond to open-ended questions.	
4. Compare the <b>theme</b> , topic, text structure, and <b>story elements</b> of various selections within a content area.	
5. Interpret concepts or make connections through <b>analysis</b> , evaluation, <b>inference</b> , and/or <b>comparison</b> .	<b>Level 1:</b> 40, 41, 95, 96, 97, 98, 103, 104, 121, 122 <b>Level 2:</b> 33, 95, 96, 97, 98, 104, 105, 120 <b>Level 3:</b> 96, 97, 104, 106, 120
6. Select reading strategies for text appropriate to the reader's purpose.	<b>Level 1:</b> 112, 121, 122 <b>Level 2:</b> 64, 112, 113, 120, 121 <b>Level 3:</b> 112, 113, 120, 121, 122
7. Recognize how reader response is related to text interpretation.	
8. Identify the author's controlling idea/thesis.	
9. Interpret imagery and figurative language ( <b>e.g.</b> , alliteration, <b>metaphor</b> , <b>simile</b> , personification).	<b>Level 1:</b> 80 <b>Level 2:</b> 89 <b>Level 3:</b> 81
10. Explain how illustrators use art to express their ideas.	The opportunity to address this objective is available. See the following: <b>Level 3:</b> 81
11. Recognize how illustrations from various cultures reflect, interpret, and enhance the text.	The opportunity to address this objective is available. See the following: <b>Level 1:</b> 80 <b>Level 2:</b> 80
12. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction materials.	
13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.	<b>Level 1:</b> 112, 121 <b>Level 2:</b> 64, 112, 113, 120, 121 <b>Level 3:</b> 112, 113, 120, 121, 122



Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

<b>2A</b> Students who meet the standard can understand how literary elements and techniques are used to convey meaning.	
Stage F	<i>AMP READING SYSTEM</i>
1. Read a wide range of fiction.	<p><b>Level 1:</b> 77-79, 82, 101-103</p> <p><b>Level 2:</b> 42, 45-47, 66, 93-95</p> <p><b>Level 3:</b> 45-47, 66, 101-103, 106, 117-119</p>
2. Identify <b>literary elements</b> and literary techniques (e.g., satire, characterization, narration, dialogue, figurative language) in a variety of <b>genres</b> and tell how they affect the work.	<p><b>Level 1:</b> 80</p> <p><b>Level 2:</b> 80, 89</p> <p><b>Level 3:</b> 80, 81</p>
3. Predict how the story might be different if the author changed certain literary elements or techniques (e.g., dialect, setting, vocabulary).	
4. Describe how the development of <b>theme</b> , character, plot, and setting contribute to the overall impact of a piece of literature.	
5. Compare selections with similar characters, plots, and/or themes.	
6. Understand and use literary terms (e.g., foreshadowing, <b>metaphor</b> , <b>simile</b> , symbolism, flashback, scene, dialogue).	
7. Transfer new vocabulary from literature into other contexts.	
8. Identify characteristics and authors associated with various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).	
9. Recognize and use cognitive strategies (e.g., <b>analysis</b> , <b>synthesis</b> , <b>inference</b> ) to enhance understanding.	<p><b>Level 1:</b> 32, 40, 41, 103, 104, 109-111, 117-119</p> <p><b>Level 2:</b> 25, 32, 40, 48, 56, 57, 73, 81, 89, 96, 104-105, 113, 121</p> <p><b>Level 3:</b> 96, 97, 104, 106, 112, 113, 120, 121</p>
10. Compare ways in which different kinds of literature are organized (e.g., plays, short stories, essays, poems).	
<b>2B</b> Students who meet the standard can read and interpret a variety of literary works.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

<b>Stage F</b>	<b>AMP READING SYSTEM</b>
1. Respond to fiction using interpretive and evaluative processes.	<p><b>Level 1:</b> 79, 80, 81, 82, 103, 104, 105</p> <p><b>Level 2:</b> 48, 49, 95, 96, 97, 98</p> <p><b>Level 3:</b> 48, 49, 104, 105, 106, 120, 121</p>
2. Select favorite authors and <b>genres</b> .	
3. Connect literary selections to historical context.	
4. Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.	<p><b>Level 1:</b> 95, 96, 97, 98, 103, 104, 112, 121, 122</p> <p><b>Level 2:</b> 95, 96, 97, 98, 104, 105, 120</p> <p><b>Level 3:</b> 25, 49, 81, 96, 97, 104, 106, 120</p>
5. Discuss recurring themes across works in print and media.	
6. Compare themes, conflicts, and figurative language from diverse times and cultures.	
7. Make <b>inferences</b> and draw conclusions about contexts, events, character, and settings.	<p><b>Level 1:</b> 81, 95, 96, 97, 98, 103, 104</p> <p><b>Level 2:</b> 33, 95, 96, 97, 98, 104, 105, 120</p> <p><b>Level 3:</b> 81, 96, 97, 104, 106, 120</p>
8. Discuss the impact of author's word choice on content.	<p>The opportunity to address this objective is available. See the following:</p> <p><b>Level 1:</b> 80</p> <p><b>Level 2:</b> 56, 97</p> <p><b>Level 3:</b> 65, 72, 80, 81, 89</p>
9. Interpret nonfiction <b>text</b> and informational materials.	<p><b>Level 1:</b> 15, 16, 17, 23, 24, 25, 31, 32, 33, 34, 39, 40, 41, 42, 47, 48, 49, 50, 55, 56, 57, 58, 63, 64, 65, 66, 71, 72, 73, 87, 88, 89, 95, 96, 97, 98, 111, 112, 113, 119, 120, 121</p> <p><b>Level 2:</b> 8, 16, 17, 23, 24, 25, 32, 33, 40, 41, 56, 57, 64, 65, 71, 72, 80, 81, 87, 104, 112, 113, 120</p> <p><b>Level 3:</b> 8, 16, 17, 23, 24, 25, 26, 32, 33, 34, 40, 41, 42, 50, 56, 57, 58, 64, 65, 72, 73, 74, 80, 81, 82, 88, 89, 90, 96, 97, 98, 111, 112, 113, 114, 122</p>
10. Support plausible interpretations with evidence from the text.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

<b>3A</b>	<b>Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.</b>	
	<b>Stage F</b>	<b>AMP READING SYSTEM</b>
	1. Develop multi-paragraph compositions that include an introduction, first and <b>second level support</b> , and a conclusion.	
	2. Use a variety of sentence structures ( <b>e.g.</b> , simple, compound/complex) and sentence types ( <b>i.e.</b> , declarative, interrogative, exclamatory, imperative).	
	3. Use basic transition words/phrases to connect ideas.	
	4. <b>Proofread</b> for correct English conventions.	
	5. Demonstrate appropriate use of the eight parts of speech.	<p>The opportunity to address this objective is available. See the following: <b>Level 1:</b> 20, 28, 52, 108, 116</p> <p>The opportunity to address this objective is available. See the following: <b>Level 2:</b> 12, 28, 44, 52, 60, 92, 108</p> <p>The opportunity to address this objective is available. See the following: <b>Level 3:</b> 12, 36, 44, 52, 68, 116</p>
<b>3B</b>	<b>Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.</b>	
	<b>Stage F</b>	<b>AMP READING SYSTEM</b>
	1. Use pre-writing strategies ( <b>e.g.</b> , webbing, <b>brainstorming</b> , listing, note taking, outlining, <b>graphic organizers</b> ).	
	2. Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).	
	3. Establish and maintain focus/organization within and across paragraphs (coherence/cohesion).	
	4. Use organizational patterns (e.g., sequence, cause/effect, <b>comparison</b> ).	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

5.	Write using organization (e.g. introduction, body, conclusion) and elaboration ( <b>second level support</b> ) that demonstrate <b>coherence</b> .	
6.	Use figurative language.	
7.	Use appropriate transitional words and phrases to connect and unify key ideas.	
8.	Edit and revise content.	
9.	Select effective <b>formats</b> for publication.	
10.	Use available technology (e.g., word processing, desktop publishing, electronic dictionary/glossary, printing).	
<b>3C</b>	<b>Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.</b>	
<b>Stage F</b>		<b>AMP READING SYSTEM</b>
1.	Use appropriate language, details, and <b>format</b> for a specified audience ( <b>e.g.</b> , gender, age, prior knowledge, interest).	
2.	Compose writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).	
3.	Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.	
4.	Develop a multi-paragraph piece of persuasive writing.	
5.	Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, directions, TV commercial).	
6.	Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

	7. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.	
<b>4A</b>	<b>Students who meet the standard can listen effectively in formal and informal situations.</b>	
	<b>Stage F</b>	<b>AMP READING SYSTEM</b>
	1. Evaluate the situation and assume appropriate listening mode.	
	2. Focus attention on speaker as sender of the message.	
	3. Identify and analyze factors that will impact the message ( <b>e.g.</b> , dialect, language styles, setting, word choice).	
	4. Differentiate between formal and informal purposes for listening.	
	5. Distinguish between nonverbal and verbal messages.	
	6. Differentiate between the speaker's factual and emotional content.	
	7. Infer speaker's bias and purpose.	
	8. Recognize personal bias and its impact on the message.	
	9. Separate main ideas from supporting facts and details.	
	10. Anticipate information that might be forthcoming from presenter.	
	11. Formulate questions needed to gather and clarify information.	
	12. Contribute relevant and idea-inspiring comments during discussions.	
	13. <b>Paraphrase</b> and <b>summarize</b> , in both oral and written form, information in formal and informal presentations.	
	14. Modify, control, and block out distractions.	
	15. Restate a set of instructions in the order given and complete the task.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

<b>4B</b>	<b>Students who meet the standard can speak effectively using language appropriate to the situation and audience.</b>	
<b>Stage F</b>	<b>AMP READING SYSTEM</b>	
1. Analyze characteristics of one's audience and prepare appropriate presentations.		
2. Evaluate and select details appropriate for informing, entertaining and persuading.		
3. Align vocabulary and style to the intent of the message.		
4. Use language that is clear, audible, and appropriate.		
5. Use appropriate grammar, word choice, and pacing.		
6. Incorporate appropriate nonverbal expressions that support the message (e.g., facial expressions, gestures, posture, eye contact).		
7. Use notes and outlines.		
8. Prepare and practice a presentation to fit within a given time limit.		
9. Use rehearsal techniques (e.g., taking deep breaths, recording or video taping presentation) to plan and practice the presentation.		
10. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).		
11. Identify and use discussion techniques to arrive at a consensus of opinion.		

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage F

<b>5A Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</b>	
<b>Stage F</b>	<b>AMP READING SYSTEM</b>
1. Select a topic from a list of topics.	
2. Formulate questions to direct research.	
3. Gather information based on <b>hypotheses</b> .	
4. Define the focus of research.	
5. Apply criteria for determining credibility of sources.	
6. Choose a variety of resources ( <b>e.g.</b> , newspaper, magazine, reference books, electronic information) to gain new information.	
7. Organize and integrate information from a variety of sources ( <b>e.g.</b> , books, interviews, library reference materials, web sites, CD/ROMS).	
8. Arrange information in an orderly manner ( <b>e.g.</b> , outlining, sequencing).	
9. Develop a <b>bibliography</b> using a simple, acceptable form.	
10. Design and prepare a project using multiple sources.	
<b>5B Students who meet the standard can analyze and evaluate information acquired from various sources.</b>	
<b>Stage F</b>	<b>AMP READING SYSTEM</b>
1. Analyze information from primary print and non-print sources.	
2. Evaluate sources by applying a set of criteria ( <b>e.g.</b> , accuracy, timeliness, reliability).	
3. Use information from footnotes, illustrations, diagrams, charts, and graphs.	
4. Evaluate and select primary and <b>secondary sources</b> .	
5. Use a <b>bibliography</b> for a variety of purposes.	
6. Develop a bibliography using a simple, acceptable form.	
7. Cite the source of all direct quotations.	
8. Cite the source of all <b>paraphrased/summarized</b> information.	

Illinois Language Arts  
 Stage E-I Learning Descriptors  
 Stage F

<b>5C</b>	<b>Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.</b>	
<b>Stage F</b>	<b><i>AMP READING SYSTEM</i></b>	
1. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).		
2. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games).		
3. Communicate, in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).		



Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage G

<b>1A</b> Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.	
<b>Stage G</b>	<b>AMP READING SYSTEM</b>
1. Use prefixes, suffixes, and root words to understand word meanings.	<p><b>Level 1:</b> 68, 76, 116</p> <p><b>Level 2:</b> 12, 28, 44, 52, 60, 84, 92, 108</p> <p><b>Level 3:</b> 12, 36, 44, 52, 68, 116</p>
2. Apply knowledge of structural <b>analysis</b> to construct meaning of unfamiliar words.	<p><b>Level 1:</b> 11, 19, 27, 35, 43, 51, 52, 59, 60, 76, 116</p> <p><b>Level 2:</b> 11, 19, 27, 35, 43, 51, 59, 67, 75, 83, 91, 99, 107, 115</p> <p><b>Level 3:</b> 12, 36, 44, 52, 68, 116</p>
3. Determine the meaning of words in context using <b>denotation</b> and <b>connotation</b> strategies.	<p><b>Level 1:</b> 11, 19, 20, 27, 28, 36, 43, 44, 51, 52, 59, 60, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116</p> <p><b>Level 2:</b> 11, 12, 19, 27, 35, 36, 43, 44, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116</p> <p><b>Level 3:</b> 11, 12, 19, 20, 27, 28, 35, 36, 43, 44, 51, 52, 59, 60, 67, 68, 75, 76, 83, 84, 91, 92, 99, 100, 107, 108, 115, 116</p>
4. Recall multiple meanings of a word in context and select appropriate meaning.	
5. Identify and interpret idioms, <b>similes</b> , analogies, and <b>metaphors</b> to express implied meanings.	<p><b>Level 1:</b> 60, 100</p> <p><b>Level 2:</b> 100</p> <p><b>Level 3:</b> 28</p>
6. Identify the effect of literary devices ( <b>e.g.</b> , figurative language, description, and dialogue) in <b>text</b> .	<p><b>Level 1:</b> 80</p> <p><b>Level 2:</b> 89</p> <p><b>Level 3:</b> 65, 80, 81, 82</p>
<b>1B</b> Students who meet the standard can apply reading strategies to improve understanding and fluency.	
<b>Stage G</b>	<b>AMP READING SYSTEM</b>
1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify <b>text</b> structure before reading.	<p><b>Level 1:</b> 111</p> <p><b>Level 2:</b> 64</p> <p><b>Level 3:</b> 48, 64, 104, 111, 120</p>

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage G

2. Make connections to real world situations or related topics before and during reading.	<p><b>Level 1:</b> 112, 122</p> <p><b>Level 2:</b> 113</p> <p><b>Level 3:</b> 49, 97</p>
3. Define and analyze information needed to carry out a procedure.	<p><b>Level 2:</b> 88</p> <p><b>Level 3:</b> 88, 89</p>
4. Demonstrate understanding of structure through the use of <b>graphic organizers</b> and outlining (e.g., mapping, time lines, Venn diagrams).	<p><b>Level 1:</b> 87, 88, 121</p> <p><b>Level 2:</b> 89, 121</p> <p><b>Level 3:</b> 89, 121</p>
5. Infer and draw conclusions about text supported by textural evidence and experience.	<p><b>Level 1:</b> 63, 64, 65, 71, 87, 95, 96, 97, 98, 121, 122</p> <p><b>Level 2:</b> 49, 96, 97</p> <p><b>Level 3:</b> 81, 88, 89, 96, 97, 104, 106, 120</p>
6. Analyze how structure contributes to the understanding of text.	<p><b>Level 1:</b> 63, 64, 65, 71, 119</p> <p><b>Level 2:</b> 64, 65, 72, 73, 74, 120</p> <p>The opportunity to address this objective is available. See the following:</p> <p><b>Level 3:</b> 64, 65, 66, 72, 73, 74, 89, 121</p>
7. Read aloud fluently (with expression, accuracy, and appropriate speed).	<p><b>Level 1:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122</p> <p><b>Level 2:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122</p> <p><b>Level 3:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122</p>
8. Apply self-monitoring techniques and adjust rate to increase comprehension.	<p><b>Level 1:</b> 31, 32, 33, 40, 41, 48, 49, 55, 57, 80, 81, 88, 89, 95, 96, 97, 103, 104, 112, 120, 121</p> <p><b>Level 2:</b> 17, 25, 33, 40, 41, 48, 49, 56, 57, 80, 81, 87, 88, 95, 96, 97, 104, 105, 112, 120, 121</p> <p><b>Level 3:</b> 32, 33, 34, 40, 41, 42, 80, 81, 82, 88, 89, 96, 97, 104, 105, 112, 113, 120, 121, 122</p>
9. Select and read books for recreation.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage G

<b>1C</b>	<b>Students who meet the standard can comprehend a broad range of reading materials.</b>	
<b>Stage G</b>	<b>AMP READING SYSTEM</b>	
1. Use <b>inferences</b> to improve and/or expand knowledge obtained from <b>text</b> and ask open-ended questions to improve critical thinking skills.	<b>Level 1:</b> 40, 41, 95, 96, 97, 103, 104, 121, 122 *Inferences only	
	<b>Level 2:</b> 33, 95, 96, 97, 98, 104, 105, 120 *Inferences only	
	<b>Level 3:</b> 96, 97, 104, 106, 120 *Inferences only	
2. Synthesize key points and supporting details to form conclusion and to apply text information to personal experience.	<b>Level 2:</b> 49, 81	
	<b>Level 3:</b> 81, 88, 89	
3. Identify <b>story elements</b> , major and secondary themes in text.		
4. Explain how story elements and themes contribute to the reader's understanding of text.		
5. Compare themes, topic, and story elements of various selections across content areas.		
6. Select reading strategies for text appropriate to the reader's purpose.	<b>Level 1:</b> 112, 122	
	<b>Level 2:</b> 57, 112, 113, 120, 121	
	<b>Level 3:</b> 112, 113, 120, 121, 122	
7. Recognize similarities and differences when presented with varying styles or points of view.		
8. Recognize the influence of media on a reader's point of view concerning the interpretation of fiction or non-fiction materials.		
9. Recognize how illustrations reflect cultural styles of art and enhance meaning.		
10. Explain why some points are illustrated.	<b>Level 1:</b> 80	
	<b>Level 2:</b> 80	
	<b>Level 3:</b> 81	
11. Evaluate imagery and figurative language.	<b>Level 1:</b> 80	
	<b>Level 2:</b> 89	
	<b>Level 3:</b> 80, 81, 82	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage G

12. Use text information to interpret tables, maps, visual aids, or charts.	<p><b>Level 1:</b> 80</p> <p><b>Level 2:</b> 80</p> <p>The opportunity to address this objective is available. See the following:</p> <p><b>Level 3:</b> 89</p>
13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.	<p><b>Level 1:</b> 112, 121, 122</p> <p><b>Level 2:</b> 112, 113, 120, 121</p> <p><b>Level 3:</b> 112, 113, 120, 121, 122</p>
<b>2A</b>	<b>Students who meet the standard can understand how literary elements and techniques are used to convey meaning.</b>
<b>Stage G</b>	<b>AMP READING SYSTEM</b>
1. Read a wide range of fiction/nonfiction.	<p><b>Level 1:</b> 13-15, 18, 21-23, 26, 29-31, 34, 37-39, 42, 45-47, 50, 53-55, 58, 61-63, 66, 71-73, 74, 77-79, 82, 85-87, 90, 93-95, 98, 101-103, 109-111, 114, 117-119, 122</p> <p><b>Level 2:</b> 8, 13-15, 18, 21-23, 26, 29-31, 34, 37-39, 42, 45-47, 50, 53-55, 58, 61-63, 66, 69-71, 74, 77-79, 82, 85-87, 90, 93-95, 98, 101-103, 106, 109-111, 114, 117-119, 122</p> <p><b>Level 3:</b> 8, 13-15, 18, 21-23, 26, 29-31, 34, 37-39, 42, 45-47, 50, 53-55, 58, 61-63, 66, 69-71, 74, 77-79, 82, 85-87, 90, 93-95, 98, 101-103, 106, 109-111, 114, 117-119, 122</p>
2. Analyze and evaluate <b>literacy elements</b> (e.g., character, plot, setting, <b>theme</b> , conflict) to determine their importance to the story.	<p><b>Level 1:</b> 79, 80, 81</p> <p><b>Level 2:</b> 97</p>
3. Predict how the story might be different if the author changed certain literary techniques (e.g., dialect, setting, vocabulary).	
4. Use literature terminology accurately (e.g., flashback, foreshadowing, <b>metaphor</b> , <b>simile</b> , personification, <b>onomatopoeia</b> , alliteration).	<p><b>Level 1:</b> 80</p>
5. Identify examples of connections among an author, the cultural and historical context, and the work.	
6. Use new vocabulary from literature in other contexts.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage G

	7. Identify, analyze, and compare techniques used by authors to elicit reader response.	
	8. Compare characteristics and elements of various literary <b>genre</b> (e.g., short stories, novels, dramas, poetry, biographies).	
	9. Make <b>inferences</b> regarding the motives of characters and consequences of their actions by citing the <b>text</b> .	<p>The opportunity to address this objective is available. See the following: <b>Level 1:</b> 81</p> <p><b>Level 2:</b> 96</p> <p>The opportunity to address this objective is available. See the following: <b>Level 3:</b> 49, 104</p>
<b>2B</b>	<b>Students who meet the standard can read and interpret a variety of literary works.</b>	
	<b>Stage G</b>	<b>AMP READING SYSTEM</b>
	1. Respond to fiction using interpretive and evaluative processes.	<p><b>Level 1:</b> 79, 80, 81, 82, 103, 104, 105</p> <p><b>Level 2:</b> 48, 49, 95, 96, 97, 98</p> <p><b>Level 3:</b> 48, 49, 104, 105, 106, 120, 121</p>
	2. Make connections from text to text, text to self, and text to world.	<p><b>Level 1:</b> 112, 122</p> <p><b>Level 2:</b> 113</p> <p><b>Level 3:</b> 25, 49, 97</p>
	3. Interpret nonfiction <b>text</b> and informational materials.	<p><b>Level 1:</b> 8, 15, 16, 17, 23, 24, 25, 31, 32, 33, 34, 39, 40, 41, 42, 47, 48, 49, 50, 55, 56, 57, 58, 63, 64, 65, 66, 71, 72, 73, 87, 88, 89, 90, 95, 96, 97, 98, 106, 112, 113, 120, 121</p> <p><b>Level 2:</b> 8, 16, 17, 23, 24, 25, 32, 33, 40, 41, 56, 57, 64, 65, 71, 72, 80, 81, 87, 104, 112, 113, 120</p> <p><b>Level 3:</b> 8, 16, 17, 23, 24, 25, 26, 32, 33, 34, 40, 41, 42, 50, 56, 57, 58, 64, 65, 72, 73, 74, 80, 81, 82, 88, 89, 90, 96, 97, 98, 111, 112, 113, 114, 122</p>
	4. Sequence information needed to carry out a procedure.	<p><b>Level 2:</b> 88</p> <p><b>Level 3:</b> 89</p>

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage G

5. Distinguish between significant and minor details.	<p><b>Level 1:</b> 8, 15, 16, 17, 23, 24, 25, 32, 34, 40, 42, 47, 50, 56, 58, 63, 64, 65, 72, 73, 79, 80, 82, 88, 89, 103, 104, 105, 106, 112, 113, 114, 120, 121</p> <p><b>Level 2:</b> 8, 16, 17, 23, 24, 25, 32, 33, 40, 41, 56, 57, 64, 65, 71, 72, 80, 81, 87, 104, 112, 113, 120</p> <p><b>Level 3:</b> 8, 16, 24, 41, 64, 80, 82, 90, 104, 112, 114, 120, 121</p>
6. Extend a literary text (e.g., alternate endings, additional dialog for a character).	
7. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism.)	
<b>3A</b>	<b>Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.</b>
<b>Stage G</b>	<b>AMP READING SYSTEM</b>
1. Develop compositions that include a variety of sentence structures (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, exclamatory, imperative, declarative).	
2. Use transitional words and phrases within and between paragraphs.	
3. <b>Proofread</b> for correct English conventions.	
4. Demonstrate appropriate use of the eight parts of speech.	<p>The opportunity to address this objective is available. See the following: <b>Level 1:</b> 20, 28, 52, 108, 116</p> <p>The opportunity to address this objective is available. See the following: <b>Level 2:</b> 12, 28, 44, 52, 60, 92, 108</p> <p>The opportunity to address this objective is available. See the following: <b>Level 3:</b> 12, 36, 44, 52, 68, 116</p>
<b>3B</b>	<b>Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.</b>
<b>Stage G</b>	<b>AMP READING SYSTEM</b>
1. Use pre-writing strategies.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage G

2.	Analyze audience and purpose for writing, and choose the appropriate form ( <b>e.g.</b> , letters, editorials, reviews, poems, reports, narratives).	
3.	Begin to establish a personal voice and style.	
4.	Use an effective and coherent organizational pattern (e.g., sequence, cause/effect, <b>comparison</b> ).	
5.	Write using organization ( <b>i.e.</b> , introduction, body, conclusion) and elaboration ( <b>second level support</b> ) that demonstrate <b>coherence</b> .	
6.	Use figurative language.	
7.	Use appropriate internal (within paragraphs) and external (between/among paragraphs) transitional words, phrases, and devices.	
8.	Edit and revise to maintain a consistent tone and focus throughout a piece of writing.	
9.	Select effective <b>formats</b> for publication of final product.	
10.	Use available technology (e.g., word processing, desktop publishing, electronic dictionary/glossary, printing).	
<b>3C</b>	<b>Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.</b>	
<b>Stage G</b>		<b>AMP READING SYSTEM</b>
1.	Compose expository writing that supports a topic or thesis statement with evidence ( <b>e.g.</b> , newspaper article, pamphlet, report, brochure, manual, business letter).	
2.	Write an expanded narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.	
3.	Develop a multi-paragraph piece of persuasive writing.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage G

	4. Use appropriate language, details, and <b>format</b> for a specified audience (e.g., gender, age, prior knowledge, interest).	
	5. Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, play, TV commercial).	
	6. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).	
	7. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.	
<b>4A</b>	<b>Students who meet the standard can listen effectively in formal and informal situations.</b>	
	<b>Stage G</b>	<b>AMP READING SYSTEM</b>
	1. Focus attention on speaker as sender of the message.	
	2. Record appropriate notes and rough outlines while listening.	
	3. Decide factors that will impact the message ( <b>e.g.</b> , dialect, language styles, setting, word choice).	
	4. Use appropriate words to describe elements such as word choice, pitch, volume, posture, tone, facial expressions, gestures, and proximity.	
	5. Determine meaning from speaker's words, voice, and body.	
	6. Differentiate between a speaker's factual and emotional content by analyzing verbal/nonverbal messages.	
	7. Separate main ideas, facts, and supporting details in oral messages.	
	8. Infer and draw conclusions ( <b>i.e.</b> , "if this is what you are saying, may I correctly conclude that ...").	
	9. Synthesize, analyze, and evaluate information.	



Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage G

	10. <b>Paraphrase</b> and <b>summarize</b> , in both oral and written form, information in formal/informal presentations.	
	11. Ask and respond to relevant questions.	
	12. Follow a multi-step set of instructions to complete a task.	
	13. Modify, control, block out both internal and external distractions.	
<b>4B</b>	<b>Students who meet the standard can speak effectively using language appropriate to the situation and audience.</b>	
	<b>Stage G</b>	<b>AMP READING SYSTEM</b>
	1. Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.	
	2. Employ an engaging introduction, appropriate organization, and an effective conclusion.	
	3. Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).	
	4. Use language that is clear, audible, and appropriate.	
	5. Use appropriate grammar, word choice, and pacing.	
	6. Use notes, outlines, and visual aids.	
	7. Prepare and practice a presentation to fit within a given time limit.	
	8. Use rehearsal techniques (e.g., taking deep breaths, record or video tape presentation) to practice the presentation.	
	9. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).	
	10. Identify and use discussion techniques to arrive at a consensus of opinion.	

Illinois Language Arts  
 Stage E-I Learning Descriptors  
 Stage G

<b>5A</b>	<b>Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</b>
<b>Stage G</b>	<b>AMP READING SYSTEM</b>
1. Select a topic from a list of topics.	
2. Formulate questions to direct research.	
3. Identify approaches ( <b>e.g.</b> , problem/solution, comparison, narrative history, research paper).	
4. Define the focus of research.	
5. Apply criteria for determining credibility for each source identified.	
6. Choose a variety of resources ( <b>e.g.</b> , newspaper, magazine, reference books, electronic information) to gain new information.	
7. Arrange information in an orderly manner ( <b>e.g.</b> , note cards, outlining).	
<b>5B</b>	<b>Students who meet the standard can analyze and evaluate information acquired from various sources.</b>
<b>Stage G</b>	<b>AMP READING SYSTEM</b>
1. Analyze information from primary and secondary print and non-print sources.	
2. Develop a <b>bibliography</b> from identified and evaluated information.	
3. Cite the source(s) of all direct quotations.	
4. Cite source(s) of all <b>paraphrased</b> and <b>summarized</b> information.	
5. Recognize how to develop a source(s) cited page.	
<b>5C</b>	<b>Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.</b>
<b>Stage G</b>	<b>AMP READING SYSTEM</b>
1. Analyze and synthesize original work and researched information.	
2. Evaluate use of <b>text</b> , graphic materials, and visual aids to present information.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage G

3. Select and justify adaptations in <b>format</b> to accommodate characteristics of audiences ( <b>e.g.</b> , age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).	
4. Design and present a project (e.g., written report, graphics, visuals, multi-media presentations).	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage H

<b>1A</b> Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.	
Stage H	<i>AMP READING SYSTEM</i>
1. Use word origins and derivations to understand meanings of new words.	
2. Apply knowledge of structural <b>analysis</b> to construct meaning of difficult or unfamiliar words.	<b>Level 1:</b> 11, 19, 20, 27, 35, 43, 51, 52, 59, 60, 68, 76, 116  <b>Level 2:</b> 11, 19, 27, 35, 43, 51, 59, 67, 75, 83, 91, 99, 107, 115  <b>Level 3:</b> 12, 36, 44, 52, 68, 92, 116
3. Infer the appropriate meaning of a word in context when the word has multiple meanings.	
4. Interpret idioms, <b>similes</b> , analogies, and <b>metaphors</b> to express implied meanings.	<b>Level 1:</b> 28, 60, 100  <b>Level 2:</b> 100  <b>Level 3:</b> 28
5. Identify the effect of literary devices ( <b>e.g.</b> , allusion, diction, figurative language, imagery) in <b>text</b> .	<b>Level 1:</b> 80  <b>Level 2:</b> 80, 89
6. Interpret the effect of authors' decisions regarding word choice, content, and <b>literary elements</b> upon the text.	<b>Level 1:</b> 80  <b>Level 2:</b> 56, 97  <b>Level 3:</b> 65, 72, 80, 81, 82
7. Recognize specialized vocabulary/terminology.	<b>Level 3:</b> 72
<b>1B</b> Students who meet the standard can apply reading strategies to improve understanding and fluency.	
Stage H	<i>AMP READING SYSTEM</i>
1. Preview reading materials using pre-reading strategies ( <b>e.g.</b> , skimming, scanning, predicting, <b>SQ3R</b> ).	<b>Level 1:</b> 47, 111  <b>Level 2:</b> 64  <b>Level 3:</b> 48, 64, 104, 111, 120
2. Relate literature selections and informational <b>text</b> to self, world, and other texts.	<b>Level 1:</b> 112, 122  <b>Level 2:</b> 113  <b>Level 3:</b> 49, 97

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage H

<p>3. Identify text structure and create a mental/<b>visual representation</b> (e.g., graphic organizer, outline, drawing) to use while reading.</p>	<p>The opportunity to address this objective is available. See the following: <b>Level 1:</b> 63, 64, 65, 71, 74, 87, 88, 121</p> <p>The opportunity to address this objective is available. See the following: <b>Level 2:</b> 64, 65, 72, 73, 74, 89, 120, 121</p> <p>The opportunity to address this objective is available. See the following: <b>Level 3:</b> 64, 65, 66, 72, 73, 74, 89, 121</p>
<p>4. Apply self-monitoring and self-correcting strategies continuously to clarify understanding (e.g., in addition to previous skills, draw <b>comparisons</b> to other readings).</p>	<p><b>Level 1:</b> 31, 32, 33, 40, 41, 48, 49, 55, 57, 80, 81, 88, 89, 95, 96, 97, 103, 104, 112, 120, 121</p> <p><b>Level 2:</b> 17, 25, 33, 40, 41, 48, 49, 56, 57, 80, 81, 87, 88, 95, 96, 97, 104, 105, 112, 120, 121</p> <p><b>Level 3:</b> 32, 33, 34, 40, 41, 42, 80, 81, 82, 88, 89, 96, 97, 104, 105, 112, 113, 120, 121, 122</p>
<p>5. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.</p>	<p><b>Level 1:</b> 15, 16, 17, 18, 23, 24, 25, 26, 31, 32, 33, 34, 39, 40, 41, 42, 50, 55, 56, 57, 58, 63, 64, 65, 71, 72, 73, 79, 80, 81, 95, 96, 97, 98, 103, 104, 105, 106, 120, 121</p> <p><b>Level 2:</b> 8, 16, 17, 23, 24, 25, 32, 33, 40, 41, 56, 57, 64, 65, 71, 72, 80, 81, 87, 104, 112, 113, 120</p> <p><b>Level 3:</b> 16, 18, 23, 24, 33, 40, 41, 49, 56, 64, 65, 72, 73, 80, 81, 88, 96, 97, 104, 112, 113, 120, 121</p>
<p>6. Build, evaluate, and extend text interpretations through collaboration with others.</p>	
<p>7. Identify how different content areas require different organizational structures (<b>e.g.</b>, lists/sequence, comparison, cause/effect, problem/solution, classification).</p>	<p>The opportunity to address this objective is available. See the following: <b>Level 1:</b> 63, 65, 71, 74</p> <p>The opportunity to address this objective is available. See the following: <b>Level 2:</b> 64, 65, 72, 74</p> <p>The opportunity to address this objective is available. See the following: <b>Level 3:</b> 64, 65, 66, 72, 73, 74, 89</p>

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage H

8. Read aloud fluently (with accuracy and appropriate speed).	<p><b>Level 1:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122</p> <p><b>Level 2:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122</p> <p><b>Level 3:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122</p>
9. Select and read books for recreation.	
<b>1C</b>	<b>Students who meet the standard can comprehend a broad range of reading materials.</b>
<b>Stage H</b>	<b>AMP READING SYSTEM</b>
1. Use information from <b>text</b> to form, explain, and support questions and predictions.	<p><b>Level 1:</b> 31, 33, 34, 40, 41, 42, 47, 48, 49, 50, 55, 56, 57, 58, 105, 111</p> <p><b>Level 2:</b> 48, 56, 57, 105, 113</p> <p><b>Level 3:</b> 32, 33, 34, 40, 41, 42, 48, 49, 50, 56, 57, 97, 105, 113</p>
2. Generate and respond to questions that reflect higher level thinking skills ( <b>e.g., analysis, synthesis, evaluation</b> ).	<p><b>Level 1:</b> 32, 40, 41, 95, 96, 97, 98</p> <p><b>Level 2:</b> 25, 32, 40, 48, 56, 57, 73, 81, 89, 96, 104-105, 113, 121</p> <p><b>Level 3:</b> 16, 25, 33, 40, 41, 49, 56, 81, 88, 89, 96, 97, 98, 104, 106, 120</p>
3. Ask open-ended questions to improve critical thinking skills.	
4. <b>Summarize</b> and make generalizations from content and relate them to the purpose of the material.	<p><b>Level 1:</b> 16, 17, 25, 73, 112, 120 *Summarizing only</p> <p><b>Level 2:</b> 17, 25, 73, 79 *Summarizing only</p> <p><b>Level 3:</b> 14, 25, 112, 120</p>
5. Explain how the <b>story elements</b> , point of view, and <b>theme</b> contribute to reader understanding of the text.	
6. Select reading strategies for text appropriate to the reader's purpose.	<p><b>Level 1:</b> 112, 121, 122</p> <p><b>Level 2:</b> 64, 112, 113, 120, 121</p> <p><b>Level 3:</b> 112, 113, 120, 121, 122</p>

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage H

7. Interpret concepts or make connections through analysis, evaluation, <b>inference</b> , and/or <b>comparison</b> .	<p><b>Level 1:</b> 32, 40, 41, 95, 96, 97, 98, 103, 104, 121</p> <p><b>Level 2:</b> 16, 33, 41, 57, 72, 104, 105, 120</p> <p><b>Level 3:</b> 96, 97, 104, 106, 120</p>
8. Compare story elements.	
9. Analyze and evaluate author's word choice.	<p><b>Level 1:</b> 80, 90</p> <p><b>Level 2:</b> 56, 97</p> <p><b>Level 3:</b> 65, 72, 80, 81, 82</p>
10. Connect, relate, interpret, and integrate information from various sources and <b>genres</b> (e.g., content area textbooks, novels, newspapers, magazines, poetry, drama, reference materials).	
11. Synthesize key points and supporting details to form conclusions.	<p><b>Level 2:</b> 33, 48, 49, 81, 113, 121</p> <p><b>Level 3:</b> 81, 88, 89</p>
12. Recognize how illustrations reflect, interpret and enhance the text.	<p><b>Level 1:</b> 80</p> <p><b>Level 2:</b> 80</p> <p><b>Level 3:</b> 81</p>
13. Draw conclusions based on information found in visual information and data.	<p><b>Level 3:</b> 81</p>
14. Explain how visual information and data support written text.	<p><b>Level 1:</b> 80</p> <p><b>Level 2:</b> 80</p> <p><b>Level 3:</b> 81</p>
15. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.	<p><b>Level 1:</b> 112, 121, 122</p> <p><b>Level 2:</b> 112, 113, 120, 121</p> <p><b>Level 3:</b> 112, 113, 120, 121, 122</p>

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage H

<b>2A</b>	<b>Students who meet the standard can understand how literary elements and techniques are used to convey meaning.</b>	
<b>Stage H</b>	<b>AMP READING SYSTEM</b>	
1. Read extensively.	<b>Level 1:</b>	8, 13-15, 18, 21-23, 26, 29-31, 34, 37-39, 42, 45-47, 50, 53-55, 58, 61-63, 66, 69-71, 74, 77-79, 82, 85-87, 90, 93-95, 98, 101-103, 106, 109-111, 114, 117-119, 122
	<b>Level 2:</b>	8, 13-15, 18, 21-23, 26, 29-31, 34, 37-39, 42, 45-47, 50, 53-55, 58, 61-63, 66, 69-71, 74, 77-79, 82, 85-87, 90, 93-95, 98, 101-103, 106, 109-111, 114, 117-119, 122
	<b>Level 3:</b>	8, 13-15, 18, 21-23, 26, 29-31, 34, 37-39, 42, 45-47, 50, 53-55, 58, 61-63, 66, 69-71, 74, 77-79, 82, 85-87, 90, 93-95, 98, 101-103, 106, 109-111, 114, 117-119, 122
2. Determine which <b>literacy elements</b> /techniques are dominant and subordinate in <b>text</b> .		
3. Explain how an author uses specific techniques to achieve intended effect.	<b>Level 1:</b>	80
	<b>Level 2:</b>	40, 41
	<b>Level 3:</b>	65, 72, 80, 81
4. Explain how specific elements and techniques ( <b>e.g.</b> , dialect, setting, vocabulary) enhance characterization.		
5. State how changes in technique might affect aspects of the story.		
6. Analyze nonfiction (e.g., 5 w's).	<b>Level 1:</b>	15, 16, 17, 23, 24, 25, 34, 40, 41, 47, 48, 49, 63, 64, 65, 72, 73, 106, 112, 113
	<b>Level 2:</b>	8, 16, 17, 23, 24, 32, 33, 40, 56, 65, 72, 73, 79, 80, 81, 87, 88, 103, 104, 106, 112, 113, 121
	<b>Level 3:</b>	8, 16, 17, 24, 32, 33, 40, 41, 56, 57, 72, 88, 89, 96, 97, 113
7. Identify details that reveal the <b>genre</b> (e.g., short stories, novels, dramas, poetry, biographies).		
8. Use textual structure, word choice and style to identify detail that reveals the author's viewpoint.		
9. Evaluate how a text reflects a culture, society, or historical period.		



Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage H

<b>2B</b>	<b>Students who meet the standard can read and interpret a variety of literary works.</b>	
<b>Stage H</b>	<b>AMP READING SYSTEM</b>	
1. Respond to <b>text</b> .	<b>Level 1:</b>	15, 16, 17, 18, 23, 24, 25, 26, 31, 32, 33, 34, 39, 40, 41, 42, 47, 48, 49, 50, 55, 56, 57, 58, 63, 64, 65, 71, 72, 73, 79, 80, 81, 82, 87, 88, 89, 95, 96, 97, 103, 104, 105, 106, 111, 112, 113, 114, 120, 121
	<b>Level 2:</b>	8, 16, 17, 23, 24, 25, 32, 33, 40, 41, 48, 49, 56, 57, 64, 65, 71, 72, 80, 81, 87, 95, 96, 97, 98, 104, 112, 113, 120
	<b>Level 3:</b>	8, 16, 17, 18, 23, 24, 25, 26, 32, 33, 34, 40, 41, 42, 48, 49, 50, 56, 57, 58, 64, 65, 66, 72, 73, 74, 80, 81, 82, 88, 89, 90, 96, 97, 98, 104, 105, 120, 121, 122
2. Make connections from text to text, text to self, and text to world.	<b>Level 1:</b>	112
	<b>Level 2:</b>	113
	<b>Level 3:</b>	49, 97, 120
3. <b>Paraphrase, summarize, synthesize, and evaluate</b> information from a variety of texts and <b>genres</b> .	<b>Level 1:</b>	16, 17, 25, 40, 41, 42, 47, 48, 49, 50, 55, 56, 57, 58, 73, 82, 95, 96, 97, 98, 103, 104, 105, 112, 120
	<b>Level 2:</b>	17, 25, 33, 56, 57, 65, 73, 79, 80, 81, 103, 106
	<b>Level 3:</b>	17, 25, 33, 40, 41, 48, 49, 50, 56, 57, 58, 81, 88, 89, 96, 97, 104, 105, 106, 112, 113, 120, 121
4. Make connections between text and its culture.		
5. Use literary themes to connect recurring problems over time and across cultures.		
6. Investigate how attitudes toward a situation or problem change in different periods of history or in different cultures.		
7. Engage in literary discussions ( <b>e.g.</b> , conflict, resolutions, relevance, background, effectiveness, realism).		

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage H

<b>3A</b>	<b>Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.</b>	
<b>Stage H</b>		<b>AMP READING SYSTEM</b>
	1. Develop compositions that contain complete sentences and effective paragraphs.	
	2. Use effective transition words and phrases within and between paragraphs.	
	3. Use appropriate sentence structure (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, imperative, declarative, exclamatory).	
	4. <b>Proofread</b> for correct English conventions.	
<b>3B</b>	<b>Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.</b>	
<b>Stage H</b>		<b>AMP READING SYSTEM</b>
	1. Select and apply appropriate pre-writing strategies (e.g., webbing, <b>brainstorming</b> , listing, note taking, outlining, research).	
	2. Compose a clear thesis/claim that contains the main idea in an essay.	
	3. Choose the appropriate form for the purpose of writing (e.g., letters, essays, poems, reports, narratives), voice, and style appropriate to the audience and purpose.	
	4. Use an effective, coherent organizational pattern (e.g., sequence, cause/effect, <b>comparison</b> , classification).	
	5. Write using organization (e.g., introduction, body, conclusion) and elaboration (first and <b>second level support</b> ) that demonstrate <b>coherence</b> .	
	6. Use figurative language.	
	7. Use appropriate transitional words, phrases, and devices to connect and unify key ideas and claims.	
	8. Edit and revise to maintain a consistent voice, tone, and focus throughout a piece of writing.	
	9. Select effective <b>formats</b> for publication of final product.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage H

10. Use available technology.	
<b>3C</b>	<b>Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.</b>
<b>Stage H</b>	<b>AMP READING SYSTEM</b>
1. Use appropriate language, details, and <b>format</b> for a specified audience.	
2. Write creatively for a specified purpose and audience ( <b>e.g.</b> , short story, poetry, radio scripts, play, TV commercial).	
3. Write a narrative account that establishes a context, creates a point of view, and develops a focused, powerful impression.	
4. Compose a multi-paragraph piece of expository writing.	
5. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies ( <b>e.g.</b> , cause/effect, compare/contrast).	
6. Use available technology ( <b>e.g.</b> , web pages, presentations, speeches) to design, produce, revise, and present compositions and multi-media works.	
<b>4A</b>	<b>Students who meet the standard can listen effectively in formal and informal situations.</b>
<b>Stage H</b>	<b>AMP READING SYSTEM</b>
1. Appraise the situation and assume the appropriate listening mode.	
2. Separate main ideas, supporting facts, and details while listening.	
3. Record appropriate notes and rough outlines with editorial comments.	
4. Critique the relationship between a speaker's verbal communication skills ( <b>e.g.</b> , word choice, pitch, feelings, tone, voice) and nonverbal messages ( <b>e.g.</b> , eye contact, gestures, facial expressions, posture, spatial proximity).	
5. Determine meaning from speaker's <b>denotations</b> and <b>connotations</b> .	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage H

6.	Differentiate between the speaker's factual and emotional content.	
7.	Infer speaker's bias and purpose.	
8.	Analyze, <b>paraphrase</b> , and <b>summarize</b> information, in both oral and written form, information in formal/ informal presentations.	
9.	Formulate probing, idea-generating questions to clarify meaning.	
10.	Follow a multi-step set of instructions to complete a task.	
11.	Modify, control, block out both internal and external distractions.	
<b>4B</b>	<b>Students who meet the standard can speak effectively using language appropriate to the situation and audience.</b>	
	<b>Stage H</b>	<b>AMP READING SYSTEM</b>
1.	Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.	
2.	Employ an engaging introduction, appropriate organization, and an effective conclusion.	
3.	Use verbal and nonverbal cues to engage the audience.	
4.	Use language that is clear, audible, and appropriate.	
5.	Use appropriate grammar, word choice, and pacing.	
6.	Utilize available technological resources ( <b>e.g.</b> , Internet, video, overhead, pictures, maps, diagrams).	
7.	Incorporate feedback to make impromptu modifications.	
8.	Manage use of note cards, <b>graphic organizers</b> , various forms of outlining and/or other visual aids in oral presentations.	
9.	Discuss a problem, list possible solutions, and analyze and evaluate solutions to arrive at a group consensus.	
10.	Evaluate and provide evidence to support <b>synthesis</b> of other people's content or feelings.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage H

	11. Rehearse presentations to overcome communication anxiety and apprehension.	
	12. Demonstrate composure while confronting and rebutting opposing viewpoints.	
<b>5A</b>	<b>Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</b>	
	<b>Stage H</b>	<b>AMP READING SYSTEM</b>
	1. Survey, with appropriate guidance, a subject and select a topic.	
	2. Identify steps that need to be taken to present an idea or solve a problem using multiple sources.	
	3. Choose a variety of sources to gain new information or solve a problem.	
	4. Identify accurate, current, and credible sources to solve problems or answer questions through research.	
	5. Arrange information in an orderly manner (e.g., outlining, sequencing.)	
	6. Follow appropriate style manual accurately (e.g., APA, MLA).	
<b>5B</b>	<b>Students who meet the standard can analyze and evaluate information acquired from various sources.</b>	
	<b>Stage H</b>	<b>AMP READING SYSTEM</b>
	1. Analyze information from primary and secondary print and non-print sources.	
	2. Develop a <b>bibliography</b> / source(s) cited from identified and evaluated information.	
	3. Cite the source(s) of all direct quotations and <b>paraphrased/summarized</b> information.	
	4. Recognize how to develop source(s) cited page from only the sources used in paper.	
<b>5C</b>	<b>Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.</b>	
	<b>Stage H</b>	<b>AMP READING SYSTEM</b>
	1. Analyze, evaluate, and synthesize original work and researched information.	
	2. Use effective print and non-print documents.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage H

<p>3. Justify adaptations in <b>format</b> to accommodate characteristics of audiences (<b>e.g.</b>, age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</p>	
<p>4. Design and present a project (e.g., written report, graphics, visuals, multi-media presentations) that:</p> <ul style="list-style-type: none"><li>• Effectively communicates the intended message;</li><li>• Engages the audience's interest;</li><li>• Establishes and maintains a focus;</li><li>• Organizes around a structure appropriate to purpose, audience, and context;</li><li>• Elaborates ideas through facts, details, description, analysis, and narration;</li><li>• Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.</li></ul>	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage I

<b>1A</b>	<b>Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.</b>	
<b>Stage I</b>	<b>AMP READING SYSTEM</b>	
1. Expand knowledge of word origins and derivations.		
2. Use idioms, analogies, <b>metaphors</b> , and <b>similes</b> to extend vocabulary development.	<b>Level 1:</b> 28, 60, 100	<b>Level 2:</b> 100
	<b>Level 3:</b> 28	
3. Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms, or phrases.	<b>Level 1:</b> 68, 76, 116	<b>Level 2:</b> 12, 28, 44, 52, 60, 84, 92, 108
	<b>Level 3:</b> 12, 44, 52, 68, 92, 116	
4. Identify and analyze the meanings of specialized vocabulary/terminology.	<b>Level 3:</b> 72	
5. Analyze the structure and function of words in context.	<b>Level 1:</b> 20, 28, 52, 68, 76, 108, 116	<b>Level 2:</b> 12, 28, 44, 52, 60, 92, 108
	<b>Level 3:</b> 12, 36, 44, 52, 68, 92, 116	
6. Analyze and interpret word usage in traditional and contemporary sources ( <b>e.g.</b> , books, lyrics, speeches).		
7. Interpret American idioms to strengthen comprehension.	The opportunity to address this objective is available. See the following:	
	<b>Level 1:</b> 60	
8. Identify analogy in <b>text</b> and use analogy to explain a relationship.	<b>Level 1:</b> 28, 100	<b>Level 2:</b> 100
	<b>Level 3:</b> 28	
<b>1B</b>	<b>Students who meet the standard can apply reading strategies to improve understanding and fluency.</b>	
<b>Stage I</b>	<b>AMP READING SYSTEM</b>	
1. Use previewing and predicting before reading, and questioning during reading.	<b>Level 1:</b> 31-33, 37-39, 45-47, 53-55, 111	<b>Level 2:</b> 64, 32, 33, 40, 41, 112
	<b>Level 3:</b> 32, 33, 34, 40, 41, 42, 48, 49, 50, 56, 57, 64, 104, 111, 113, 120	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage I

2. Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.	<p><b>Level 1:</b> 112, 121, 122</p> <p><b>Level 2:</b> 113</p> <p><b>Level 3:</b> 49, 97</p>
3. Analyze a variety of texts for purpose, structure, content, detail, and effect.	<p><b>Level 1:</b> 63, 64, 65, 71, 80, 119</p> <p><b>Level 2:</b> 64, 65, 72, 73, 74</p> <p><b>Level 3:</b> 64, 65, 66, 72, 73, 74, 89</p>
4. Interpret and compare a variety of <b>texts</b> for purpose, structure, content, detail, and effect.	<p><b>Level 1:</b> 63, 64, 65, 71, 80, 119</p> <p><b>Level 2:</b> 64, 65, 72, 73, 74</p> <p><b>Level 3:</b> 64, 65, 66, 72, 73, 74, 89</p>
5. Analyze overall <b>themes</b> and discover <b>coherence</b> .	
6. Clarify meaning of text by focusing on the key ideas presented explicitly or implicitly.	<p><b>Level 1:</b> 15, 16, 17, 23, 24, 25, 31, 32, 33, 34, 39, 40, 41, 42, 55, 56, 57, 72, 73, 95, 96, 97, 98, 103, 104, 105</p> <p><b>Level 2:</b> 16, 17, 23, 24, 33, 95, 96, 97, 98, 104, 105, 120</p> <p><b>Level 3:</b> 16, 18, 23, 24, 33, 40, 49, 56, 73, 80, 96, 97, 104, 120</p>
7. Identify how different content areas require different organizational structures (e.g., science text, literary text).	<p>The opportunity to address this objective is available. See the following: <b>Level 1:</b> 63, 65, 71, 74</p> <p>The opportunity to address this objective is available. See the following: <b>Level 2:</b> 64, 65, 72, 74</p> <p>The opportunity to address this objective is available. See the following: <b>Level 3:</b> 64, 65, 72, 73, 74, 89</p>
8. Demonstrate fluency by reading aloud a variety of materials (e.g., dialogue, dramatizations).	<p><b>Level 1:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122</p> <p><b>Level 2:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122</p> <p><b>Level 3:</b> 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122</p>
9. Select and read books for recreation.	



Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage I

<b>1C</b>	<b>Students who meet the standard can comprehend a broad range of reading materials.</b>	
<b>Stage I</b>	<b>AMP READING SYSTEM</b>	
1. Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed.	<b>Level 1:</b>	29-31, 32, 33, 37-39, 40, 41
	<b>Level 2:</b>	29-31, 32, 33, 37-39, 40, 41
2. Use topic, <b>theme</b> , organizational patterns, context, and point of view to guide interpretation.	The opportunity to address this objective is available. See the following: <b>Level 1:</b> 63, 64, 65, 71, 74, 119	
	The opportunity to address this objective is available. See the following: <b>Level 2:</b> 64, 65, 72, 73, 74, 120	
	The opportunity to address this objective is available. See the following: <b>Level 3:</b> 64, 65, 66, 72, 73, 74, 89	
3. Interpret concepts or make connections through <b>analysis</b> , evaluation, <b>inference</b> , and/or <b>comparisons</b> .	<b>Level 1:</b>	32, 40, 41, 95, 96, 97, 98, 103, 104, 121
	<b>Level 2:</b>	16, 33, 41, 57, 72, 104, 105, 120
	<b>Level 3:</b>	96, 97, 104, 106, 120
4. Analyze how authors and illustrators use <b>text</b> and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	<b>Level 1:</b>	80
	<b>Level 2:</b>	80
	<b>Level 3:</b>	65, 72, 80, 81, 82
5. Identify and use criteria for evaluating the accuracy of text information.		
6. <b>Summarize</b> and make generalizations from content and relate them to the purpose of the material.	<b>Level 1:</b>	16, 17, 25, 73, 82, 112, 120
	<b>Level 2:</b>	17, 25, 73, 79
	<b>Level 3:</b>	17, 25, 112
7. Recognize kinds of writing (e.g., expository, persuasive, narrative).		
8. Explain and justify an interpretation of the text using relevant, accurate references.		
9. Challenge ideas presented in a text through questions about specific parts of the text.		
10. Interpret tables, graphs, diagrams, and maps in conjunction with related text by drawing conclusions to support text.	The opportunity to address this objective is available. See the following: <b>Level 3:</b> 89	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage I

<b>2A</b> Students who meet the standard can understand how literary elements and techniques are used to convey meaning.	
<b>Stage I</b>	<b>AMP READING SYSTEM</b>
1. Explain how the author uses literary techniques to achieve the intended effect.	<b>Level 1:</b> 80  <b>Level 2:</b> 97  The opportunity to address this objective is available. See the following: <b>Level 3:</b> 65, 72, 80, 81, 82, 89
2. Support assertions with evidence from the <b>text</b> .	
3. Explain how the author uses <b>literary elements (e.g.,</b> point of view, character) to achieve an intended effect.	
4. Identify details that reveal the author's style.	
5. Evaluate the impact of the author's word choice, language structure, and syntax.	<b>Level 1:</b> 80  <b>Level 2:</b> 56, 97  <b>Level 3:</b> 65, 80, 81, 82, 89
6. Identify the details that reveal the <b>genre</b> (e.g., short stories, novels, dramas, fables, biographies).	
7. Demonstrate an understanding of the interrelationships among reader, author, form, and text.	
8. Evaluate how a text reflects a culture, society, or historical period.	
<b>2B</b> Students who meet the standard can read and interpret a variety of literary works.	
<b>Stage I</b>	<b>AMP READING SYSTEM</b>
1. Identify ideas and impressions communicated through a variety of literary works.	<b>Level 1:</b> 15, 16, 17, 18, 23, 24, 25, 26, 31, 32, 33, 34, 39, 40, 41, 42, 47, 48, 49, 50, 55, 56, 57, 58, 63, 64, 65, 72, 73, 79, 80, 81, 82, 103, 104, 105, 112, 113, 120, 121  <b>Level 2:</b> 8, 16, 17, 23, 24, 25, 32, 33, 40, 41, 48, 49, 56, 57, 64, 65, 71, 72, 80, 81, 87, 95, 96, 97, 98, 104, 112, 113, 120  <b>Level 3:</b> 8, 17, 24, 32, 33, 40, 41, 49, 56, 57, 72, 73, 80, 81, 88, 89, 96, 97, 98, 104, 105, 106, 112, 113, 120, 121

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage I

2. Respond to <b>text</b> by evaluating key ideas.	<p><b>Level 1:</b> 8, 15, 16, 17, 18, 23, 24, 25, 26, 65, 82</p> <p><b>Level 2:</b> 16, 17, 23, 24</p> <p><b>Level 3:</b> 8, 16, 17, 18, 23, 24, 26, 73, 104, 112, 114</p>
3. Support an evaluation of the text using content from the media.	
4. Make connections between a text and its cultural environment.	
5. Evaluate a character’s behavior.	<p><b>Level 1:</b> 81</p> <p><b>Level 2:</b> 96, 97</p> <p><b>Level 3:</b> 48, 104</p>
6. Evaluate how attitudes toward a situation or problem ( <b>e.g.</b> , attitudes concerning environment, immigrants, poverty, parent-child relationships) change in different periods of history or in different cultures.	
7. Engage in literary discussions ( <b>e.g.</b> , conflict, resolutions, relevance, background, effectiveness, realism).	
<b>3A</b>	<b>Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.</b>
<b>Stage I</b>	<b>AMP READING SYSTEM</b>
1. Compose and edit using Standard English ( <b>e.g.</b> , clarity, subject/verb agreement, adverb/adjective agreement, verb tense, audience, purpose for writing).	
2. <b>Format</b> documents in final form for submission and/or publication.	
3. Proofread for correct English conventions.	
<b>3B</b>	<b>Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.</b>
<b>Stage I</b>	<b>AMP READING SYSTEM</b>
1. Use <b>writing process</b> of prewriting, drafting, revision, editing, and publication to produce work.	
2. Compose a clear thesis/claim that contains the main idea in an essay.	
3. Defend word and/or technique choice appropriate for specific audiences.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage I

4.	Alter a document to address a different audience and/or purpose.	
5.	Use a variety of <b>genres</b> (e.g., essay, poetry, short story).	
6.	Evaluate and use figurative language.	
7.	Identify and use analogy in writing.	
8.	Use a variety of revision strategies to improve clarity of work.	
<b>3C</b>	<b>Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.</b>	
<b>Stage I</b>		<b>AMP READING SYSTEM</b>
1.	Compose informational writing (e.g., narrative, expository, persuasive, argumentative) that supports a topic or thesis statement with well-articulated evidence.	
2.	Compose an argumentative paper that objectively evaluates 2 or more positions on an issue and selects the best position, based on the evidence presented.	
3.	Complete a sample application accurately using standard grammatical conventions.	
4.	Adjust voice, tone, vocabulary, and grammatical conventions according to both purpose and audience.	
5.	Demonstrate the proper <b>format</b> /conventions for business letters.	
6.	Convert a formal letter into an informal one (or vice versa).	
7.	Develop a cover letter and resume for a particular job title.	
8.	Write creatively for a specified purpose and audience.	
9.	Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage I

<b>4A Students who meet the standard can listen effectively in formal and informal situations.</b>	
<b>Stage I</b>	<b>AMP READING SYSTEM</b>
1. Demonstrate understanding of material, concepts, and ideas in formal/informal presentations.	
2. Analyze, synthesize, and evaluate information from recorded materials and live presentations.	
3. <b>Paraphrase</b> and <b>summarize</b> , with appropriate editorial comments, information from formal, informal, and media presentations.	
4. Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning.	
5. Analyze and evaluate verbal and nonverbal cues.	
6. Critique the relationship between a speaker's verbal communication skills ( <b>e.g.</b> , word choice, pitch, feelings, tone, voice) and nonverbal messages ( <b>e.g.</b> , eye contact, gestures, facial expressions, posture, spatial proximity).	
7. Modify, control, block out both internal and external distractions.	
<b>4B Students who meet the standard can speak effectively using language appropriate to the situation and audience.</b>	
<b>Stage I</b>	<b>AMP READING SYSTEM</b>
1. Communicate effectively the intended message.	
2. Use effective verbal and nonverbal feedback (response) strategies to adjust message.	
3. Use a variety of verbal and nonverbal cues ( <b>e.g.</b> , pauses, posture change, location, tone of voice.)	
4. Use language that is clear, audible, and appropriate.	
5. Use appropriate grammar, word choice, and pacing.	
6. Demonstrate effective use of visual aids and available technology.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage I

	7. Rehearse presentations to overcome communication anxiety and apprehension.	
	8. Demonstrate composure while confronting or rebutting opposing views.	
	9. Recognize and assume differing roles within a group.	
	10. Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus.	
<b>5A</b>	<b>Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</b>	
	<b>Stage I</b>	<b>AMP READING SYSTEM</b>
	1. Survey, with minimal guidance, a subject and select a topic.	
	2. Distinguish among kinds of information needed to solve a problem, present possible solutions, or extend information about a topic or problem ( <b>e.g.</b> , fact/opinion, example/evidence).	
	3. Apply criteria for determining the credibility of multiple sources of information.	
	4. Organize information for different <b>formats</b> (e.g., narrative report, data <b>analysis</b> ).	
	5. Follow appropriate style manual accurately (e.g., APA, MLA).	
<b>5B</b>	<b>Students who meet the standard can analyze and evaluate information acquired from various sources.</b>	
	<b>Stage I</b>	<b>AMP READING SYSTEM</b>
	1. Analyze and evaluate information.	
	2. Use criteria ( <b>e.g.</b> , accuracy, timeliness, reliability) to evaluate primary and <b>secondary sources</b> (e.g., juried article, <b>edited text</b> , reputation of author/publisher).	
	3. Select source(s) and identify the reasoning strategies (e.g., inductive, deductive) that support major ideas developed by the writer.	
	4. Cite the source(s) of all direct quotations and <b>paraphrased/summarized</b> information.	

Illinois Language Arts  
Stage E-I Learning Descriptors  
Stage I

	5. Develop a <b>bibliography</b> and a source(s) cited page using an appropriate <b>format</b> .
<b>5C</b>	<b>Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.</b>
<b>Stage I</b>	<b>AMP READING SYSTEM</b>
	1. Match the method of inquiry to the question or problem.
	2. Use multiple, reliable sources to develop and support major ideas.
	3. Revise, edit, and <b>proofread</b> .
	4. Design and present, as an individual or group, a written, oral, video, or multimedia project that: <ul style="list-style-type: none"> <li>• Effectively communicates the intended message;</li> <li>• Engages the audience's interest;</li> <li>• Establishes and maintains a focus;</li> <li>• Organizes around a structure appropriate to purpose, audience, and context;</li> <li>• Elaborates ideas through facts, details, description, analysis, and narration;</li> <li>• Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.</li> </ul>
	5. Critique an individual or group project ( <b>e.g.</b> , written, oral, video, multimedia).