

**Correlation of**  
***Seeds of Science/Roots of Reading***<sup>®</sup>  
**Integrated Science and Literacy Units**

**Aquatic Ecosystems**  
**Models of Matter**  
**Chemical Changes**

**with the State of Illinois**  
**English Language Arts Education Standards**  
**for Grades 4 and 5**  
Created September 2007



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# Illinois English Language Arts Learning Standards

## Early Elementary and Late Elementary

STATE GOAL 1: Read with understanding and fluency.		Planets and Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
<b>A. Apply word analysis and vocabulary skills to comprehend selections.</b>					
Early Elementary	<b>1.A.1a</b> Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.				
Late Elementary	<b>1.A.2a</b> Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	●	●	●	●
Early Elementary	<b>1.A.1b</b> Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	●●	●●	●●	●●
Late Elementary	<b>1.A.2b</b> Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	●●●	●●●	●●●	●●●
<b>B. Apply reading strategies to improve understanding and fluency.</b>		●●●	●●●	●●●	●●●
Early Elementary	<b>1.B.1a</b> Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	●●●	●●●	●●●	●●●
Late Elementary	<b>1.B.2a</b> Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	●●●	●●●	●●●	●●●
Early Elementary	<b>1.B.1b</b> Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	●●●	●●●	●●●	●●●
Late Elementary	<b>1.B.2b</b> Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	●●●	●●	●●	●●
Early Elementary	<b>1.B.1c</b> Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	●●●	●●●	●●●	●●●
Late Elementary	<b>1.B.2c</b> Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , clarify terminology, seek additional information).	●●●	●●●	●●●	●●●
Early Elementary	<b>1.B.1d</b> Read age-appropriate material aloud with fluency and accuracy.				
Late Elementary	<b>1.B.2d</b> Read age-appropriate material aloud with fluency and accuracy.				

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

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<b>B. Read and interpret a variety of literary works.</b>		●●●	●●●	●●●	●●●
Early Elementary	<b>2.B.1a</b> Respond to literary materials by connecting them to their own experience and communicate those responses to others.	●●●	●●●	●●●	●●●
Late Elementary	<b>2.B.2a</b> Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.	●●●	●●●	●●●	●●●
Early Elementary	<b>2.B.1b</b> Identify common themes in literature from a variety of eras.				
Late Elementary	<b>2.B.2b</b> Identify and explain themes that have been explored in literature from different societies and eras.				
Early Elementary	<b>2.B.1c</b> Relate character, setting and plot to real-life situations.				
Late Elementary	<b>2.B.2c</b> Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.				
<b>STATE GOAL 3: Write to communicate for a variety of purposes.</b>					
<b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b>		●	●	●	●
Early Elementary	<b>3.A.1</b> Construct comple/ote/o se/onte/once/os which de/omstrate/o subje/oct/ve/orb agre/oe/ome/ont; appropriate/o capitalization and punctuation; corre/oct spe/olling of appropriate/o, high-fre/oque/only words; and appropriate/o use/o of the/o e/oight parts of spe/oe/och.	●	●	●	●
Late Elementary	<b>3.A.2</b> Write/o paragraphs that include/o a varie/oty of se/onte/once/o type/os; appropriate/o use/o of the/o e/oight parts of spe/oe/och; and accurate/o spe/olling, capitalization and punctuation.	●	●	●	●
<b>B. Compose well-organized and coherent writing for specific purposes and audiences.</b>		●●●	●●●	●●●	●●●
Early Elementary	<b>3.B.1a</b> Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).	●●●	●●●	●●●	●●●
Late Elementary	<b>3.B.2a</b> Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).	●●●	●●●	●●●	●●●
Early Elementary	<b>3.B.1b</b> Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).	●●●	●●●	●●●	●●●
Late Elementary	<b>3.B.2b</b> Establish central idea, organization, elaboration and unity in relation to purpose and audience.	●●●	●●●	●●●	●●●

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Early Elementary	<b>3.B.2c</b> Expand ideas by using modifiers, subordination and standard paragraph organization.	●●	●●●	●●	●●
Late Elementary	<b>3.B.2d</b> Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	●	●	●	●
<b>C. Communicate ideas in writing to accomplish a variety of purposes.</b>		●●●	●●●	●●●	●●●
Early Elementary	<b>3.C.1a</b> Write for a variety of purposes including description, information, explanation, persuasion and narration.	●●●	●●●	●●●	●●●
Late Elementary	<b>3.C.2a</b> Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).	●●●	●●●	●●●	●●●
Early Elementary	<b>3.C.1b</b> Create media compositions or productions which convey meaning visually for a variety of purposes.	●●●	●●●	●●●	●●●
Late Elementary	<b>3.C.2b</b> Produce and format compositions for specified audiences using available technology.				
<b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b>					
<b>A. Listen effectively in formal and informal situations.</b>					
Early Elementary	<b>4.A.1a</b> Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	●●●	●●●	●●●	●●●
Late Elementary	<b>4.A.2a</b> Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	●●●	●●●	●●●	●●●
Early Elementary	<b>4.A.1b</b> Ask questions and respond to questions from the teacher and from group members to improve comprehension.	●●●	●●●	●●●	●●●
Late Elementary	<b>4.A.2b</b> Ask and respond to questions related to oral presentations and messages in small and large group settings.	●●	●●	●●	●●
Early Elementary	<b>4.A.1c</b> Follow oral instructions accurately.	●●●	●●●	●●●	●●●
Late Elementary	<b>4.A.2c</b> Restate and carry out a variety of oral instructions.	●●●	●●●	●●●	●●●
Early Elementary	<b>4.A.1d</b> Use visually oriented and auditorily based media.	●	●	●	●
<b>B. Speak effectively using language appropriate to the situation and audience.</b>		●●●	●●●	●●●	●●●

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Early Elementary	<b>4.B.1a</b> Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	●●●	●●●	●●●	●●●
Late Elementary	<b>4.B.2a</b> Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.	●●●	●●●	●●●	●●●
Early Elementary	<b>4.B.1b</b> Participate in discussions around a common topic.	●●●	●●●	●●●	●●●
Late Elementary	<b>4.B.2b</b> Use speaking skills and procedures to participate in group discussions.	●●●	●●●	●●●	●●●
Early Elementary	<b>4.B.2c</b> Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).				
Late Elementary	<b>4.B.2d</b> Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.				
<b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b>					
<b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b>		●●●	●●●	●●●	●●●
Early Elementary	<b>5.A.1a</b> Identify questions and gather information.	●●●	●●●	●●●	●●●
Late Elementary	<b>5.A.2a</b> Formulate questions and construct a basic research plan.	●●●	●●●	●●●	●●●
Early Elementary	<b>5.A.1b</b> Locate information using a variety of resources.	●●●	●●●	●●●	●●●
Late Elementary	<b>5.A.2b</b> Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs).	●●●	●●●	●●●	●●●
<b>B. Analyze and evaluate information acquired from various sources.</b>		●●●	●●●	●●●	●●●
Early Elementary	<b>5.B.1a</b> Select and organize information from various sources for a specific purpose.	●●●	●●●	●●●	●●●
Late Elementary	<b>5.B.2a</b> Determine the accuracy, currency and reliability of materials from various sources.				
Early Elementary	<b>5.B.1b</b> Cite sources used.				
Late Elementary	<b>5.B.2b</b> Cite sources used.				
<b>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</b>		●●●	●●●	●●●	●●●
Early Elementary	<b>5.C.1a</b> Write letters, reports and stories based on acquired information.	●●	●●	●●	●●
Late Elementary	<b>5.C.2a</b> Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.	●●●	●●●	●●●	●●●

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