

ACCESS ENGLISH © 2005

correlated to

Illinois

**Learning Standards
for English Language Arts
Middle/Junior High School**

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EDUCATION GROUP



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Illinois Learning Standards for English Language Arts Middle/Junior High School

STATE GOAL 1

Read with understanding and fluency.

Standard A

Apply word analysis and vocabulary skills to comprehend selections.

Middle/Junior High School Benchmarks	ACCESS English
1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	Student Book: 59, 130-133, 183, 186-189, 301, 304-305, 315, 316, 347
1.A.3b Analyze the meaning of words and phrases in context.	Student Book: 28, 45, 66, 112, 122, 177, 234, 283, 295, 306, 315, 327, 340, 347, 352

Standard B

Apply reading strategies to improve understanding and fluency.

Middle/Junior High School Benchmarks	ACCESS English
1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.	Student Book: 25, 26, 29, 32, 49, 53, 54, 152, 195, 196, 197
1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	Student Book: 27, 30, 50-51, 58, 82, 89, 93, 95, 96-97, 99, 100, 101, 102, 139, 141, 143, 146, 166, 168, 170, 191, 200, 264, 268-269
1.B.3c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , draw comparisons to other readings)	Student Book: 25-35, 49-59, 81-91, 136-147, 192-203, 254-265, 308-319
1.B.3d Read age-appropriate material with fluency and accuracy.	Student Book: 25-35, 49-59, 81-91, 136-147, 192-203, 254-265, 308-319

Standard C

Comprehend a broad range of reading materials.

Middle/Junior High School Benchmarks	ACCESS English
1.C.3a Use information to form, explain and support questions and predictions.	Student Book: 26, 27, 32, 39, 50, 53, 151, 156, 157, 208, 209, 219, 220-221, 224, 226, 241
1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.	Student Book: 80-91, 99, 129, 134, 241, 242, 252, 255-257, 258-263, 264, 269
1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.	Student Book: 51, 90, 102, 202, 214, 252, 318
1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.	Student Book: 46, 158, 197, 198, 207, 226, 252, 264
1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	Student Book: 17, 22, 48, 72, 80, 104-115, 116, 184, 202, 216, 240, 266, 280, 302, 306
1.C.3f Interpret tables that display textual information and data in visual formats	Student Book: 149-157, 158, 159

STATE GOAL 2

Read and understand literature representative of various societies, eras and ideas.

Standard A

Understand how literary elements and techniques are used to convey meaning.

Middle/Junior High School Benchmarks	ACCESS English
2.A.3a Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) with classical and contemporary works representing a variety of genres.	Student Book: 22, 57, 73, 78, 112, 104-115, 190, 191, 252, 262, 280, 306, 322-323
2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	Student Book: 258, 259, 260, 261, 262-263, 264, 280-281, 282, 283, 284, 285

Middle/Junior High School Benchmarks	ACCESS English
2.A.3c Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).	Student Book: 17, 134, 138-139, 256
2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.	Student Book: 17, 22, 73, 78, 79, 85, 112, 252, 300, 306

Standard B

Read and interpret a variety of literary works.

Middle/Junior High School Benchmarks	ACCESS English
2.B.3a Respond to literary material from personal, creative and critical points of view.	Student Book: 27, 50-51, 52-57, 58, 59, 78, 90, 102, 143, 145, 146, 257, 262-263
2.B.3b Compare and contrast common literary themes across various societies and eras.	Student Book: 17, 18-21, 22, 252, 262-263, 303, 304-305, 306-307
2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	Student Book: 78, 134, 252, 258, 259-260, 264, 280, 283, 285

STATE GOAL 3

Write to communicate for a variety of purposes.

Standard A

Use correct grammar, spelling, punctuation, capitalization and structure.

Middle/Junior High School Benchmarks	ACCESS English
3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.	Student Book: 40-45, 46, 164-169, 170, 220-225, 266-269, 270-275, 276, 286-287, 288, 328-329, 330, 336-337, 339-341, 342, 354

Standard B

Compose well-organized and coherent writing for specific purposes and audiences.

Middle/Junior High School Benchmarks	ACCESS English
3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	Student Book: 40-41, 164-169, 170, 214, 220-225, 270-275, 286-287, 288
3.B.3b. Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.	Student Book: 38, 43, 175, 224, 231, 274-275, 276, 287, 329, 342

Standard C

Communicate ideas in writing to accomplish a variety of purposes.

Middle/Junior High School Benchmarks	ACCESS English
3.C.3a Compose narrative, informative and persuasive writings (e.g., <i>in addition to previous writings</i> , literature reviews, instructions, news articles, correspondence) for a specific audience.	Student Book: 146, 158, 182, 214, 220-225, 226, 264, 266-275, 276, 277, 288, 289, 320-329, 330
3.C.3b. Using available technology, produce compositions and multi-media works for specified audiences.	Student Book: 38, 156-157, 225, 329, 341 Also see <i>Write Source</i> .

STATE GOAL 4

Listen and speak effectively in a variety of situations.

Standard A

Listen effectively in formal and informal situations.

Middle/Junior High School Benchmarks	ACCESS English
4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	Student Book: 159, 226 Also see <i>Write Source</i> .
4.A.3b. Compare a speaker's verbal and nonverbal messages.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
4.A.3c Restate and carry out multi-step oral instructions.	Student Book: 17, 316, 317, 319

Middle/Junior High School Benchmarks	ACCESS English
4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	No specific lesson addresses this objective. (See <i>Write Source</i> .)

Standard B

Speak effectively using language appropriate to the situation and audience.

Middle/Junior High School Benchmarks	ACCESS English
4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	Student Book: 34, 167, 169, 185, 198, 227, 264, 288, 354
4.B.3b. Design and produce reports and multi-media compositions that represent group projects.	Student Book: 35, 191, 203, 264, 288
4.B.3c. Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).	No specific lesson addresses this objective. (See <i>Write Source</i> .)
4.B.3d. Use verbal and nonverbal communication strategies to maintain communications and resolve conflict.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

STATE GOAL 5

Use the language arts to acquire, assess and communicate information.

Standard A

Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Middle/Junior High School Benchmarks	ACCESS English
5.A.3a Identify appropriate resources to solve problems or answer questions through research.	Student Book: 41, 156-157, 219-221
5.A.3b. Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	Student Book: 220-225, 226

S t a n d a r d B

Analyze and evaluate information acquired from various sources.

Middle/Junior High School Benchmarks	ACCESS English
5.B.3a Choose and analyze information sources for individual, academic and functional purposes.	Student Book: 156-157, 220-221, 226
5.B.3b. Identify, evaluate and cite primary sources.	Student Book: 218, 225

S t a n d a r d C

Apply acquired information, concepts and ideas to communicate in a variety of formats.

Middle/Junior High School Benchmarks	ACCESS English
5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	Student Book: 36-47, 216-227
5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	Student Book: 23, 135, 171, 277
5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic forms.	Student Book: 41, 158, 199-201, 224-225, 226, 330



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