APPENDIX

Best Practices in Reading (Illinois State Board of Education Right to Read Initiative)

Board Policy (Speed Cooperative SEJA #802)

- **Organization of Instruction**
- **Curriculum Development and Research**
- **Curriculum Guides and Course Outlines**
- **Textbook Selection and Adoption**
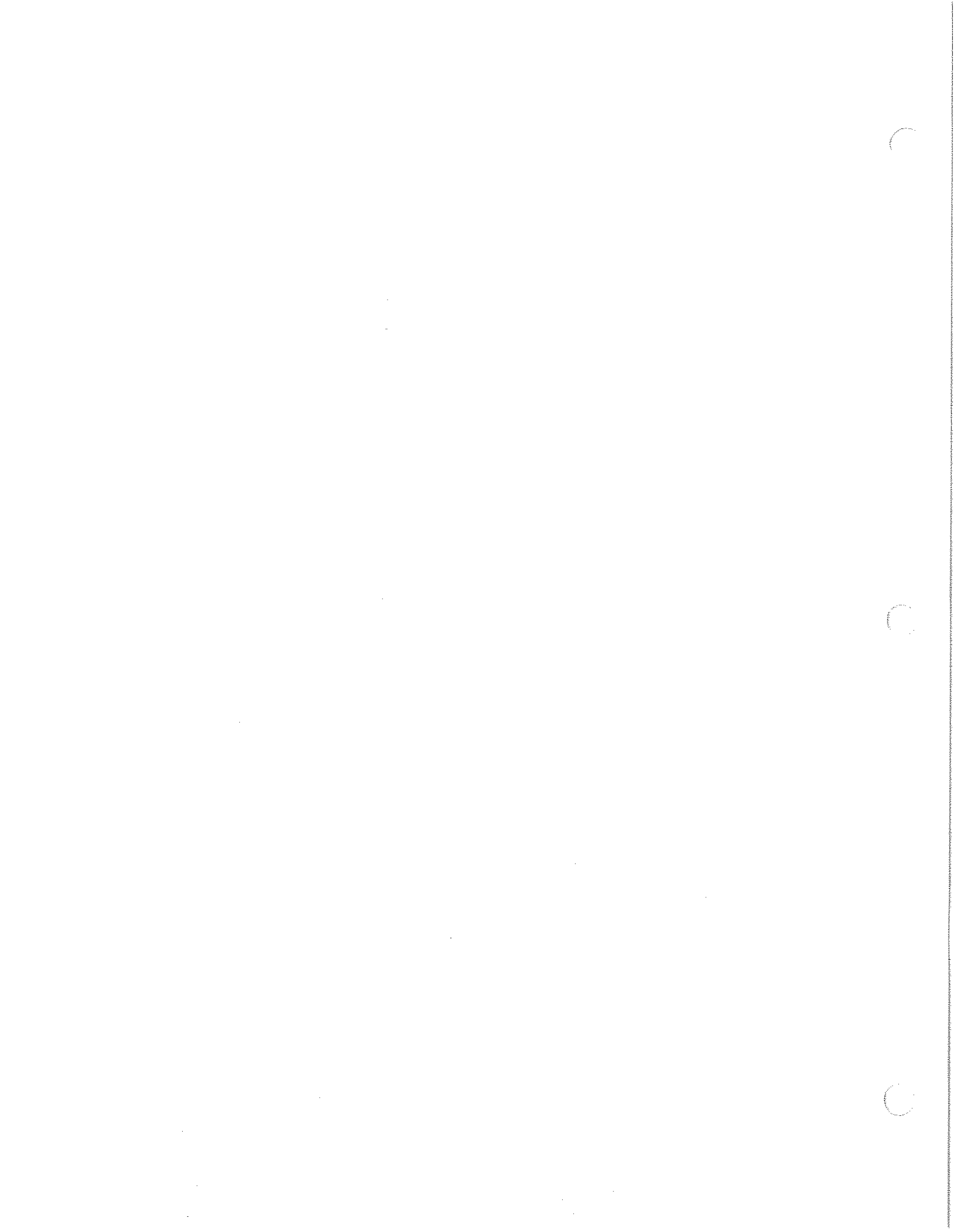- **Copyright Position**

Glossary of Terms

Illinois Reading Assessment Framework (Grades 3-8 &11)

Illinois Writing Assessment Framework   (Grades 3-8 &11)

Project CRISS (Creating Independent Student Owned Strategies)

Strategies / Techniques / Accommodations Sheets

Summary of Major Provisions of the Individuals with Disabilities Education Act of 2004

Purpose

The Best Practices in Reading Committee collaboratively researched data on the most effective reading practices used by educators throughout the nation. These strategies were compiled into a list that is developmentally appropriate and effective in achieving and sustaining student learning. After validation from reading experts, this list has been published for educators throughout the state of Illinois.

These best practices have been shown to work with English-speaking students of all abilities, including those with special learning needs. Other practices may need to be considered for limited-English proficient students.

This brochure was created for the purpose of informing instruction and validating the work of Illinois educators who are committed to the continuous process of improving student learning.

For more information contact:

Right to Read Initiative
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777-0001
**Phone: 217/524-4832**

The following individuals have served as validators for the Best Practices in Reading

- Angie Bynum, *Jennifer Elementary Academy of the Arts, Chicago*
- Doug Carnine, *University of Oregon*
- Missy Dietzel, *Edwardsville District, 7*
- Barbara Foorman, *University of Texas - Houston*
- Lynn Gaddis, *1995 Illinois Teacher of the Year*
- Eunice Greer, *Illinois State Board of Education*
- Lowry Hemphill, *Harvard University*
- Jerry L. Johns, *Northern Illinois University*
- Susan Davis Lenski, *Illinois State University*
- Ricki Linksman, *National Reading Diagnosis Institute*
- John Logan, *Northbrook #27*
- Rudy Lubov, *Chicago Public Schools*
- Donna Ogle, *National Louis University*
- Jean Osborn, *Center for the Study of Reading at the University of Illinois*
- P. David Pearson, *Michigan State University*
- Kathryn Ransom, *International Reading Association*
- Jeanne Serven, *National Board for Professional Teaching Standards*
- Tim Shanahan, *University of Illinois - Chicago*
- Judy Smith, *Cahokia District 187*
- Lynn Smith, *Southern Illinois University*

Right to Read Initiative

R2R

Best Practices in Reading
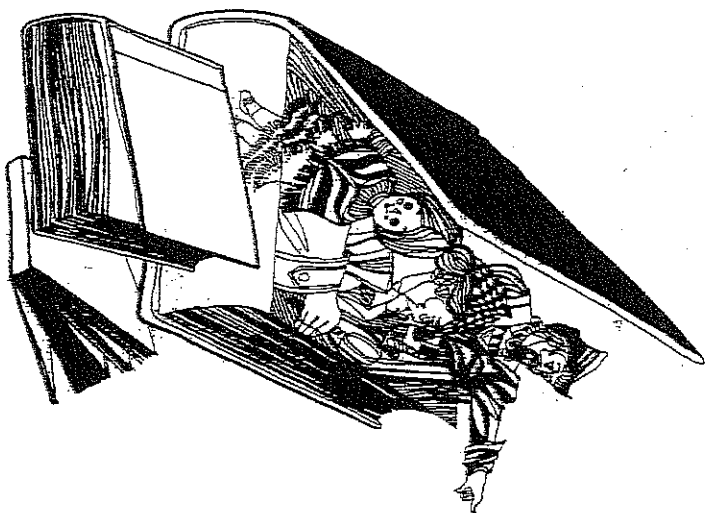
Illinois State Board of Education
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Best Practice 1: Explicit and Systematic Word Analysis Instruction, Including Phonics and Phonemic Awareness

Teachers provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, use of context clues) with and without the use of text.

Best Practice 2: Assessment to Inform Instruction

Teachers routinely monitor and assess the reading levels and progress of individual students. This ongoing evaluation is aligned to and informs instruction.

Best Practice 3: Instructional Planning to Create Independence Through Student-Owned Strategies

Teachers plan instruction considering three phases: before, during and after reading.

Best Practice 4: Collaboration and Reflection

Teachers routinely self-reflect and collaborate on instructional practices and student progress within the school and the district.

Best Practice 5: Learning Standards

Teachers facilitate students' conceptual knowledge of Illinois English Language Arts Learning Standards.

Best Practice 6: Independent Reading

Students have opportunities for sustained reading (oral and/or silent) every day to increase fluency and vocabulary.

Best Practice 7: Variety of Genre

Students have broad, frequent reading and writing experiences (multiple reading genres and writing styles). Reading to students at all grade levels is part of this broad experience.

Best Practice 8: Appropriate Instructional Levels

Students have opportunities to read at their instructional level every day.

Best Practice 9: Reading for Purpose

Students have extensive opportunities to read for a variety of purposes and to apply what is read every day. Discussion and writing are used by students to organize their thinking. They read for specific purposes and reflect on what they read.

Best Practice 10: Building Comprehension Skills and Strategies

Students are taught and given opportunities to build vocabulary concepts and to practice and apply comprehension strategies for constructing meaning, including making and confirming predictions, visualizing, summarizing, drawing inferences, generating questions, making connections, self-monitoring, and clarifying misunderstandings.

Best Practice 11: Building Cognitive Skills and Strategies

Students are taught and given opportunities to use cognitive strategies to synthesize, analyze, evaluate and make applications in authentic situations.

Best Practice 12: Integration

Reading and writing are integrated and used as tools to support learning in all curricular content areas.
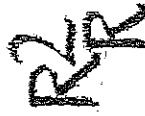
Best Practice 13: Literacy Rich Environment

Literacy rich environments display words and print everywhere, provide opportunities and tools that engage students in reading and writing activities, and celebrate students' reading and writing efforts. Each classroom has an extensive collection of reading materials with a wide range of high-interest fiction and non-fiction books that motivate and support reading and writing on a variety of levels. The room design supports whole group, small group and individual instruction.

Best Practice 14: School/Family/Community Partnerships

Families, communities, and schools collaborate to support literacy development of students at home and school.

Right to Read Initiative

| POLICY TITLE: **GOALS AND OBJECTIVES** | NO. 600 |

| ORIGINAL POLICY DATE: March 28, 1996 | PAGE: 1 of 1 |

The focus of the total educational program is manifest in the Governing Board's continuing vigilance in the area of instructional goals and objectives. Careful consideration should be given to the student's ability when working towards attaining these goals and objectives. The Governing Board strives to establish an educational program for the SPEED Cooperative as a whole that will meet the needs of the students as individuals. To meet this goal, the Governing Board recognizes the following common educational objective:

A. To insure that each student develops proficiency in basic academic skills.

B. To insure that each student develops the capacity to problem solve.

C. To insure the development of meaningful interpersonal relationships among students, staff, and community.

D. To insure that staff, students, and parents are afforded maximum feasible participation in the development and evaluation of programs and policies that meet the educational needs of each community.

E. To insure maximum efficiency in the allocation of material resources.

F. To insure maximum efficiency in the allocation of human resources.

G. To place students in the continuum of services which is least restrictive and appropriate to the student's needs.

(Cross Reference 126 & 630)

ADOPTED: March 28, 1996

SOURCE: **SPEED**

7-95 Policy 600

SPEED COOPERATIVE SEJA #802
BOARD POLICY
600.02
INSTRUCTION

POLICY TITLE: **EQUIVALENT ASSIGNMENT OF PERSONNEL, CURRICULUM AND INSTRUCTIONAL MATERIALS**	No. 600.02

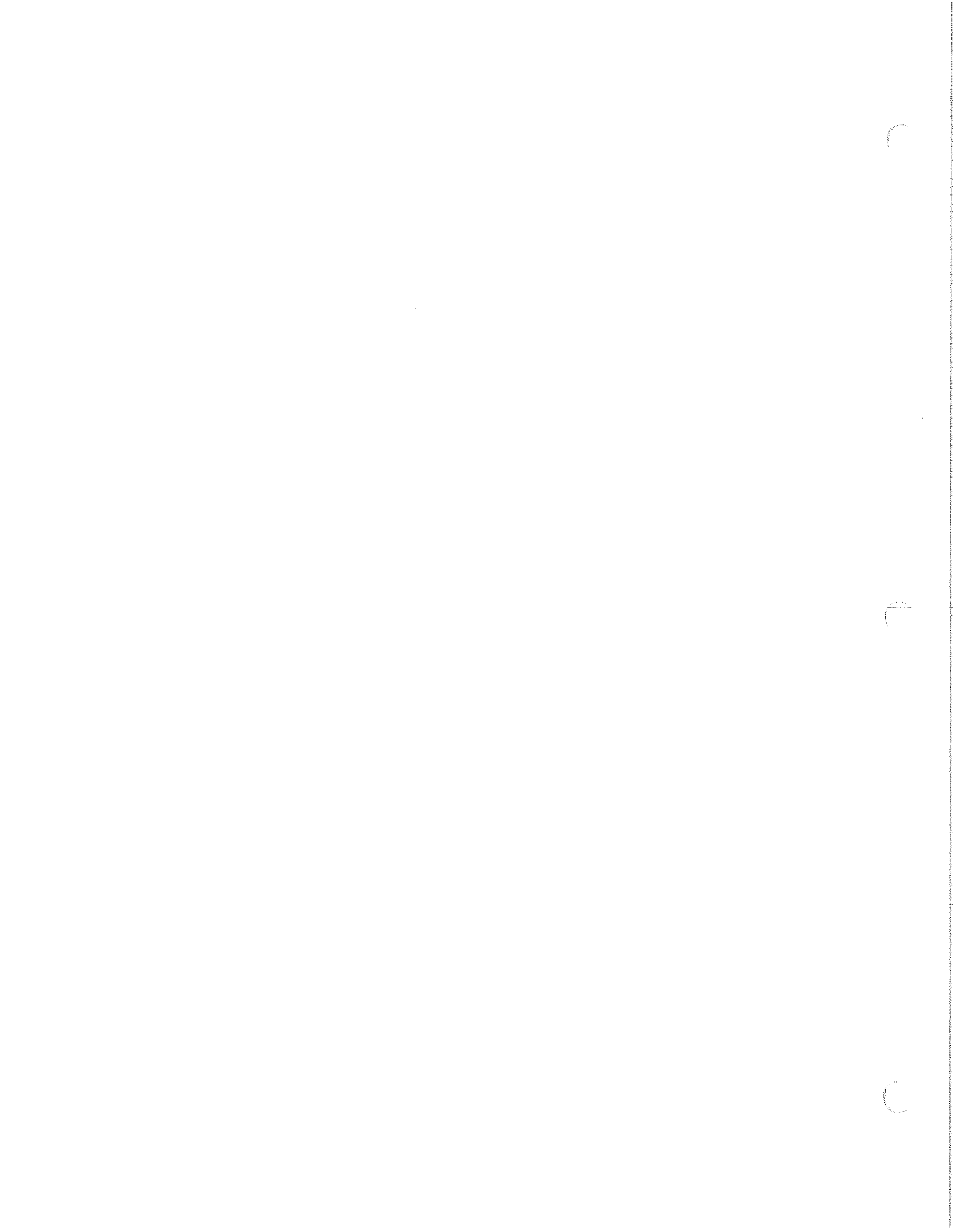| ORIGINAL POLICY DATE: March 28, 1996	PAGE: 1 of 1

The SPEED Cooperative shall attempt to provide educational opportunities for its students, including but not limited to the availability of educational materials and supplies and personnel. This policy shall be implemented so as to provide flexibility in meeting the unique needs of the SPEED Cooperative's students. The SPEED Cooperative's instructional program shall be in compliance with all applicable state and federal laws and regulations.

ADOPTED: March 28, 1996

POLICY TITLE: **ORGANIZATION OF INSTRUCTION**	NO. 615

ORIGINAL POLICY DATE: July 29, 1986	PAGE: 1 of 1

SPEED shall plan and provide educational programs and services to individuals with disabilities, ages 3 to 21, of member school districts as defined and mandated by Article XIV of the School Code of Illinois and the Illinois State Board of Education Rules and Regulations.

The grouping and housing of instructional levels in school facilities throughout the SPEED Cooperative shall be according to plans developed by the Executive Director and staff and approved by the Board and in keeping with the continuum of services which is least restrictive and appropriate to the students' needs.

For programs where integration or main streaming is a requirement a site will be selected which can permit age-appropriate regular education students.

ADOPTED: March 28, 1996

SOURCE: **SPEED**
7-96 Policy 615

POLICY TITLE: **CURRICULUM DEVELOPMENT**	NO. 620

ORIGINAL POLICY DATE: March 28, 1996	PAGE: 1 of 1

The instructional program of the SPEED Cooperative shall meet the needs of students, conform to the course of study as defined in THE SCHOOL CODE OF ILLINOIS, and the Illinois program for evaluation, supervision, and recognition of schools as outlined by the Illinois State Board of Education.

The certified staff shall be continuously involved in studying and evaluating the instructional program and in developing plans for its improvement.

The introduction or deletion of programs shall be made upon the recommendation of the Executive Director and with the approval of the Governing Board. Decisions regarding the introduction of new programs shall take into account the needs, the place of the new offerings in relation to SPEED Cooperative's service, requirements for special preparation of the staff, and any special demands on the budget for new personnel and equipment or materials.

ADOPTED: March 28, 1996

LEGAL REFERENCE:
    IL Rev. Stat., ch. 122, para. 27.

SOURCE: **SPEED**
7-96 Policy 620

POLICY TITLE: **CURRICULUM RESEARCH**	NO. 620.01

ORIGINAL POLICY DATE: March 28, 1996	PAGE: 1 of 1

The Governing Board encourages the certified staff to seek improvement of the educational program through all appropriate means. Staff who are interested in attempting innovative projects should discuss them with their immediate supervisor.

Objectives of Curriculum Research

    A. To induce change in the curriculum and techniques under conditions which are conducive to the growth of the educational program.

    B. To encourage and coordinate efforts so that duplication may be avoided.

    C. To facilitate the teacher-learner process and develop greater effectiveness in teaching.

    D. To create a climate for professional growth through creativity and innovation.

    E. To establish criteria for change in educational practices through innovative development and creativity.

Before new programs are initiated they shall be approved by the Governing Board upon the recommendation of the Executive Director.

ADOPTED: March 28, 1996

SOURCE:**SPEED**

7-96 Policy 620.1

POLICY TITLE: **CURRICULUM GUIDES AND COURSE OUTLINES**   No. 620.5

ORIGINAL POLICY DATE: March 28, 1996   PAGE: 1 of 1

SPEED will provide its own curriculum guides and course outlines which reflect the needs of the SPEED Cooperative. The guides shall be designed to assist all users in strengthening and in clarifying their philosophy regarding the teaching of a subject, and will when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

Development of Guides

A. Where entire staff participation is not feasible, a system of representatives of staff and/or departments concerned shall form system wide committees for study, creation, and revision of any particular guide.

B. When work on a guide is completed, the committee responsible for its development shall present it to The Executive Director who shall present it to the Governing Board.

POLICY TITLE: **TEXTBOOK SELECTION AND ADOPTION**	NO. 645.011

ORIGINAL POLICY DATE: March 28, 1996	PAGE: 1 of 2

The housing district shall provide standard supplies, including appropriate textbooks where possible.

SPEED shall supply textbooks and other materials required because of the exceptionality of the student. The supervisor/principal shall have funds available for the purchase of items not easily procured in quantity.

It is the policy of the Governing Board to provide educational material and equipment that support and enrich the curriculum and further the achievement to SPEED Cooperative's instructional goals.

The selection of textbooks, supplementary books, and reference books is carried on continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world today.

Insofar as possible, all textbooks should present balanced views concerning the international, national and local issues and problems of our times.

Textbooks should:

A. Provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;

B. Provide materials that will help students develop abilities in critical reading and thinking;

C. Provide materials that will develop and foster an appreciation of American cultural diversity and development;

D. Provide an effective basic education for all students;

POLICY TITLE: **TEXTBOOK SELECTION AND ADOPTION**	PAGE: 2 OF 2

E. Allow sufficient flexibility for meeting the special needs of individuals and groups.

The Executive Director will develop administrative rules outlining a procedure to select textbooks which meet the above criteria. This process shall include a review of available materials by professional staff members.

The Governing Board by law reserves the right to make the final textbook selection decision; however, prior to the final adoption, the recommendations resulting from the staff review will be given consideration.

Any citizen who objects to text selections made by the Governing Board should follow the procedures outlined in the Governing Board's policy on PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS.

SPEED COOPERATIVE SEJA #802
BOARD POLICY
691
INSTRUCTION

POLICY TITLE: **COPYRIGHT POSITION**	NO. 691

ORIGINAL POLICY DATE: March 28, 1996	PAGE: 1 of 1

It shall be the policy of SPEED to abide by current copyright laws.

SPEED does not sanction illegal duplication in any form. Individuals violating the SPEED copyright position do so at their own risk and assume all liability/responsibilities.

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ADOPTED: March 28, 1996

SOURCE:**SPEED**

7-96 Policy 691

Glossary of Terms

Activating Prior Knowledge

Activating prior knowledge increases comprehension. Students then relate the new information to what is already known. Teachers help students activate prior knowledge through a variety of activities such as brainstorming, previewing, K-W-L, anticipation guides, vocab-o-gram, and identifying text structure. Sometimes, teachers need to build background before beginning a unit of study. Providing hands on experiences, preteaching some of the vocabulary, and introducing graphic organizers and concept maps help build background.

Alphabetic Principle

The recognition of what letters of the alphabet represent specific sounds.

Anticipation Guide

This is a tool teachers can create to help students contemplate the big ideas about a topic prior to studying it. The guide is a series of statements, some of which are true and others not. Students respond to each indicating whether they think the statement is true or not and then can test their ideas as they read. The guiding statements serve to focus students and provide a motivating purpose for reading.

Big Book

Oversized book that teachers use for read-alouds. Designed to replicate a parent-child book reading situation. Usually contains rhyme, rhythm, and predictability.

Blending

Quickly putting together individual sounds to produce a word.

Choral Reading

An instructional strategy to help beginning readers who struggle with fluency when they encounter difficult text. The teacher and student(s) look at the same text; the teacher reads aloud slowly; and the student(s) read along with or slightly behind the teacher's voice.

Clarifying

Clarifying, a term often associated with reciprocal teaching, refers to the action students take while monitoring their comprehension of a text, a passage within a text, or a single word. Students identify problems within the reading and seek the help of the teacher and their group to solve the problem. The teacher and students work together to understand difficult words or confusing portions of text by sharing "fix-up" strategies.

Classroom Libraries

Books that are a **permanent** part of a classroom and from which students choose during daily independent reading time.

Comprehension

The act of constructing meaning from text. Includes strategies or processes such as the reader activating existing knowledge, making connections between text and the existing knowledge, questioning the text, visualizing, inferencing, summarizing/synthesizing, and self-monitoring.

Concepts of Print

The knowledge of written text that children must develop to become proficient (e.g., matching written words to spoken words, moving through a book from front to back, reading from top to bottom, etc.).

Constructivism

A theory of knowledge or learning that describes children as active learners who organize new information and relate it to their prior knowledge and learning.

Content vocabulary	Terms that cluster around a specific topic, domain, or other area of study. These words are important to understand within the domain, as many have multiple meanings that only become specific in relation to a certain topic (e.g., *check* in chess, *check* in hockey, *check* in accounting, *checks and balances* in history).
Curriculum-Based Assessment	Assessments that are designed (usually by local schools/districts) to assess specific curriculum they teach.
Decodable Text	Text written for beginning readers. Contains a high degree of regularly decodable words of repeated patterns. Decodable texts may not sound like authentic language.
Decoding	The ability to translate the alphabet letters into recognizable sounds (e.g., saying /f/ for the letter *f*) and to use that knowledge to sound out and pronounce words.
Determine Importance	A comprehension strategy. Proficient readers move through text and determine which pieces of information are necessary to construct meaning.
Developmental	A pattern of change that moves from novice through advanced behaviors (e.g., crawling leads to walking; emergent spelling leads to correct spelling).
Developmental Spelling	Spelling patterns that young students demonstrate as they move toward correct or conventional spelling. Also referred to as emergent, invented, or temporary spelling.
Dialect	Language variations across cultures. Dialects differ from the standard language forms used in written works.
Directed Reading Thinking Activity (DR-TA)	The DR-TA, a reading strategy developed by Stauffer (1969), is used by teachers to support students as they read a selection by engaging them in a discussion of the text. The teacher works with a group of six to eight students as they read a selection, stopping the reading at teacher-selected points to predict and think. At each stopping point, the teacher asks students to predict what will happen or to check their predictions against what they have read thus far to confirm or revise their thinking. The teacher's role is to actively engage students in the reading process and to help students find evidence to support or challenge their predictions.
ELL	English Language Learner.
Emergent Literacy	The understanding about print activities such as invented oral narratives and use of the alphabet in writing attempts that are the precursor of actual reading, writing, and use of conventional spelling. A view that literacy learning begins at birth and is encouraged by participating in literacy activities with conventional readers and writers. Formerly identified as "pretend reading" and/or "scribble writing." Now recognized as valid, systematic, important, developmental steps through which children move on the way to correct or conventional reading and writing.

Illinois Reading Assessment Framework
Grades 3–8

State Assessments Beginning
Spring 2006

Illinois State Board of Education

September 2004
Updated December 2004
Updated June 2007

Acknowledgements

Introduction to the Illinois Reading Assessment Framework
Grades 3–8

The Illinois Reading Assessment Framework is designed to assist educators, test developers, policy makers, and the public by clearly defining those elements of the Illinois Learning Standards that are suitable for state testing. It is not designed to replace a local reading curriculum and should not be considered a state reading curriculum. The Framework defines the reading content that will be assessed in the Illinois Standards Achievement Test (ISAT) beginning with the 2005-2006 school year.

Assessment Objectives

The Framework contains assessment objectives, clear and concise statements of testable material at each grade level. Each assessment objective aligns to the Illinois Learning Standards and, in most cases, to the Performance Descriptors posted on the Illinois State Board of Education Web site (www.isbe.net/ils). Each year's assessment will measure a sample of the content in the Framework with sufficient overlap from year to year to allow for annual comparisons. The assessment objectives listed for each grade level may be measured on any given assessment in any given year. One should not presume that every objective will be measured every year. The Framework communicates the range of objectives that may be assessed at a given grade level.

Content Emphasis

While the precise content on each year's tests will vary from year to year, the relative emphasis on the State Goals and Illinois Learning Standards will not. The proportion of each year's tests devoted to each category is clearly specified in the Reading Content Category Table on page 9. These percents are estimates used to guide the general distribution of items throughout the test.

Framework Structure

This document employs a general organizational structure designed for ease of use. Each State Goal for reading is the main organizer, followed by the Illinois Learning Standards for reading within each of these State Goals. Each assessment objective has a unique identifier with three components.

Example: 1.3.01

1	*3*	*01*
State Goal	*Grade Level*	*Objective Number*

The first component, *"1,"* indicates the numbered State Goal as defined in the Illinois Learning Standards. The second component, *"3,"* indicates the grade level. The third component, *"01,"* indicates that this is the first assessment objective for this State Goal at this grade level.

Cognitive Complexity

Cognitive complexity refers to the level of reasoning called for by an assessment objective. An item can be easy even if the text is complex. For example, given a difficult passage and a question with wording taken directly from the text, a reader may find the answer easily by scanning the text. Because this type of test item requires only matching words or phrases, the reader can accomplish the task without having an understanding of the passage as a whole. Within the Reading Framework a reader must demonstrate the following skills: understand the text in its entirety, focus on specific parts, think beyond what is directly stated, and connect the information in the text with prior knowledge and/or experience. These skills are not independent of each other. What distinguishes them are the complexity and thoroughness of a reader's response and the difficulty of the reading material. Regardless of age or level of ability, all readers use them.

Passage Selection

The choice of passages is critical for an accurate measurement of student achievement in Reading. State Goal 2 requires Illinois students to "Read and understand literature representative of various societies, eras, and ideas." In a number of cases, the reading skills being measured across grades 3–8 are similar, but the passages students will be asked to read and interpret increase in difficulty and sophistication.

Passages for state tests should be of the highest quality. Where possible, approximately 50% of passages on the state assessment should be selected from published works of literature or literary nonfiction. While the selection of such passages must take into account the appropriateness of the material for the age of the students, as well as for the assessment context, the chosen passages should not be simplified or tampered with. On any given test, the passages should include works by both classic and contemporary writers and address a range of cultures.

The difficulty of the passages should be designed to address a range of skill levels; while most passages on a test should provide a reasonable challenge for students who are meeting grade–level expectations, a significant proportion should be accessible to students who may not yet be at grade–level academic functioning (such as students working on enabling skills), in order to provide accurate data on what these students know and can do. Thus, at grades 3–5, approximately 80% of passages should be judged to be at or near grade level (e.g., less than one year above or below), while approximately 20% of passages should be 1–2 years below grade level. At grades 6–8, approximately 75% of passages should be at or near grade level, while approximately 25% of passages should be 1–2.5 years below grade level. The degree of challenge of the content, as well as the reading level, should be considered. Where helpful, research–validated readability formulas should inform, but not replace, expert judgment in determining the grade level of passages.

(It is worth noting that the inclusion of such proportions of below grade–level passages does not necessarily mean that a higher percentage of assessed students will be designated as meeting state standards when compared to a test with all passages at grade level. The setting of the state achievement standard—the "cut" for meeting state standards—will have the greatest impact on the overall degree of challenge of the assessment. A fairly challenging assessment could include passages with the range of difficulty described above.)

Excerpt from *Illinois Learning Standards*[1]

The *Illinois Learning Standards for English Language Arts* goals and standards were developed using the 1985 State Goals for Language Arts, various state and national standards drafts, and local education standards contributed by team members. Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens.

English language arts includes reading, writing, speaking, listening and the study of literature. In addition, students must be able to study, retain and use information from many sources. Through the study of the English language arts, students should be able to read fluently, understanding a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. As students progress, a structured study of literature will allow them to recognize universal themes and to compare styles and ideas across authors and eras.

APPLICATIONS OF LEARNING
Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

SOLVING PROBLEMS
Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.
Solving problems demands that students be able to read and listen, comprehend ideas, ask and answer questions, clearly convey their own ideas through written and oral means, and explain their reasoning. Comprehending reading materials and editing and revising writing are in themselves forms of complex problem solving. The ability to locate, acquire and organize information from various sources, print and electronic, is essential to solving problems involving research. In all fields—English language arts, mathematics, science, social studies, and others, the command of language is essential in stating and reasoning through problems and conveying results.

COMMUNICATING
Express and interpret information and ideas.
Communication is the essence of English language arts, and communication surrounds us today in many forms. Individuals and groups of people exchange ideas and information—oral and written—at lunch tables, through newspapers and magazines, and through radio, television and on-line computer services. From the simplest, shortest conversations to the most complex technical manuals, language is the basis of all human communication. A strong command of reading, writing, speaking and listening is vital for communicating in the home, school, workplace, and beyond.

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[1] Illinois State Board of Education (1997). *Illinois Learning Standards*

USING TECHNOLOGY
Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.
Computers and telecommunications have become basic means for creating messages and relaying information. In offices and homes, people write using word processors. Audio and visual media are used for both creative and practical forms of communication. The use of on-line services is now commonplace among researchers, authors, farmers and auto mechanics. Skilled use of these technologies provides students with necessary opportunities to search and process information, be in touch with experts, prepare documents, and learn and communicate in new, more effective ways.

WORKING ON TEAMS
Learn and contribute productively as individuals and as members of groups.
In sports, the workplace, family and elsewhere, teamwork requires skill in the use of language. People must speak clearly and listen well as they share ideas, plans, instructions and evaluations. In researching and bringing outside information to a team, individuals must be able to search, select and understand a variety of sources. Documenting progress and reporting results demand the ability to organize information and convey it clearly. Those who can read, write, speak and listen well are valuable contributors in any setting where people are working together to achieve shared goals.

MAKING CONNECTIONS
Recognize and apply connections of important information and ideas within and among learning areas.
The parts of English language arts are closely interconnected. Reading and writing provide the means to receive and send written messages. Likewise, listening and speaking enable people to receive and send oral information. Speaking and writing are the creative components, while listening and reading are the receptive components of language through which people access knowledge and demonstrate its applications. Proficiency in these skills clearly supports learning in all academic areas.

STATE GOAL 1: Read with understanding and fluency.

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

STANDARD 1A
Apply word analysis and vocabulary skills to comprehend selections.

STANDARD 1B
Apply reading strategies to improve understanding and fluency.

STANDARD 1C
Comprehend a broad range of reading materials.

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

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

STANDARD 2A
Understand how literary elements and techniques are used to convey meaning.

STANDARD 2B
Read and interpret a variety of literary works.

Reading Content Category Table

Grade	3	4	5	6	7	8
State Goal 1 – Reading	**65%-80%**	**65%-80%**	**65%-80%**	**65%-75%**	**65%-75%**	**65%-75%**
Standard 1A – Vocabulary Development	**10%-15%**	**10%-15%**	**10%-15%**	**10%-15%**	**10%-15%**	**10%-15%**
Words in Isolation	5%-10%	5%-10%	5%-10%	5%-10%	5%-10%	5%-10%
Words in Context	5%-10%	5%-10%	5%-10%	5%-10%	5%-10%	5%-10%
Standards 1B, 1C – Reading Strategies	**8%-12%**	**8%-12%**	**8%-12%**	**8%-10%**	**8%-10%**	**8%-10%**
Standard 1C – Reading Comprehension	**47%-53%**	**47%-53%**	**47%-53%**	**47%-50%**	**47%-50%**	**47%-50%**
Literal or Simple Inference	8%-14%	8%-14%	8%-14%	6%-12%	6%-12%	6%-12%
Summarizing and Main Idea	8%-12%	8%-12%	8%-12%	6%-10%	6%-10%	6%-10%
Sequencing and Ordering	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%
Drawing Conclusions Based on Evidence	6%-10%	6%-10%	6%-10%	6%-10%	6%-10%	6%-10%
Interpreting Instructions	6%-10%	6%-10%	6%-10%	6%-10%	6%-10%	6%-10%
Author's Purpose and Design	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%
State Goal 2 – Literature	**20%-35%**	**20%-35%**	**20%-35%**	**25%-35%**	**25%-35%**	**25%-35%**
Standard 2A – Literary Elements and Techniques	**12%-31%**	**12%-31%**	**12%-31%**	**17%-31%**	**17%-31%**	**17%-31%**
Story and Literary Structure	4%-12%	4%-12%	4%-12%	6%-12%	6%-12%	6%-12%
Characterization	4%-10%	4%-10%	4%-10%	6%-10%	6%-10%	6%-10%
Literary Terms and Devices	4%-10%	4%-10%	4%-10%	6%-10%	6%-10%	6%-10%
Standard 2B – Variety of Literary Works	**4%-8%**	**4%-8%**	**4%-8%**	**4%-8%**	**4%-8%**	**4%-8%**
Total	100%	100%	100%	100%	100%	100%

Reading – State Goal 1

STANDARD 1A – VOCABULARY DEVELOPMENT

Words in Isolation

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.01 Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes List) (e.g., use knowledge of the prefix dis- to determine the meaning of disrespect).	1.4.01 Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., using knowledge of the suffix –ish to determine the meaning of foolish).	1.5.01 Determine the meaning of an unknown word using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., using knowledge of the suffix –ian to determine the meaning of guardian).	1.6.01 Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list).	1.7.01 Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list).	1.8.01 Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list).
1.3.02 Identify the word base of familiar words with affixes from Roots and Affixes list (e.g., misspelled, unfinished).	1.4.02 Identify the word base of familiar words with affixes from Roots and Affixes list (e.g., precooked, realistic).		1.6.02 Given words that are spelled alike, identify them as homonyms.	1.7.02 Use etymologies to determine the meanings of words.	1.8.02 Use etymologies to determine the meanings of words.
1.3.03 Identify words that begin with the same sound (including consonant digraphs, different letters having the same sound, and silent letters—e.g., knight and new).	1.4.03 Determine the meaning of unknown compound words by applying knowledge of known individual words (e.g., watchman).				
1.3.04 Identify words having the same vowel sound (e.g., date and slave).					
1.3.05 Identify rhyming words with different spelling patterns (e.g., feet and neat, light and kite).					
1.3.06 Determine the meaning of unknown compound words by applying knowledge of individual known words (e.g., baseball).					

Reading – State Goal 1

STANDARD 1A – VOCABULARY DEVELOPMENT (Continued)

Words in Context

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.07 Determine the meaning of unknown words using within-sentence clues.	1.4.04 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	1.5.02 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	1.6.03 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	1.7.03 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	1.8.03 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
1.3.08 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	1.4.05 Use synonyms to define words	1.5.03 Use synonyms to define words.	1.6.04 Determine the connotation of a word using word, sentence, and cross-sentence clues.	1.7.04 Determine the connotation of a word using word, sentence, and cross-sentence clues.	1.8.04 Determine the connotation of a word using word, sentence, and cross-sentence clues.
1.3.09 Use synonyms to define words.	1.4.06 Use antonyms to define words.	1.5.04 Use antonyms to define words.	1.6.05 Use synonyms and antonyms to define words.	1.7.05 Use synonyms and antonyms to determine the implied meanings of words.	
1.3.10 Use antonyms to define words.	1.4.07 Determine the word that best fits a given context.	1.5.05 Determine the meaning of a word in context when the word has multiple meanings.	1.6.06 Determine the meaning of a word in context when the word has multiple meanings.	1.7.06 Determine the meaning of a word in context when the word has multiple meanings.	1.8.05 Determine the meaning of a word in context when the word has multiple meanings.
1.3.11 Determine the word that best fits a given context.	1.4.08 Determine the correct use of homonyms using context clues.	1.5.06 Determine the correct use of homonyms, idioms, and analogies using context clues.			

Reading – State Goal 1

STANDARDS 1B, 1C – READING STRATEGIES

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.12 Activate prior knowledge to establish purpose for reading a given passage.	1.4.09 Activate prior knowledge to establish purpose for reading a given passage.	1.5.07 Establish and adjust purposes for reading.	1.6.07 Make and verify predictions based on prior knowledge and text.	1.7.07 Make and verify predictions based on prior knowledge and text.	1.8.06 Make and verify predictions based on prior knowledge and understanding of genres.
1.3.13 Identify probable outcomes or actions.	1.4.10 Identify probable outcomes or actions.	1.5.08 Identify probable outcomes or actions.	1.6.08 Identify probable outcomes or actions.	1.7.08 Identify the structure and format of text, including graphics and headers (e.g., persuasive, informational, narrative).	1.8.07 Clarify an understanding of text by creating outlines, notes, or other visual representations.
1.3.14 Use information in illustrations to help understand a reading passage.	1.4.11 Use information in charts, graphs, and diagrams to help understand a reading passage.	1.5.09 Use information in tables, maps, and charts to help understand a reading passage.	1.6.09 Identify the structure and format of text, including graphics and headers (e.g., persuasive, informational).	1.7.09 Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.	1.8.08 Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.
1.3.15 Determine which illustrations support the meaning of a passage.	1.4.12 Determine the purpose of features of informational text (e.g., bold print, key words, graphics).	1.5.10 Determine the purpose of features of informational text (e.g., bold print, organization of content, key words, graphics).	1.6.10 Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.	1.7.10 Locate and interpret information found in headings, graphs, and charts.	
1.3.16 Determine which charts and graphs support the meaning of a passage.	1.4.13 Distinguish between minor and significant details in a passage.	1.5.11 Distinguish between minor and significant details in a passage.	1.6.11 Locate and interpret information found in headings, graphs, and charts.	1.7.11 Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.	1.8.09 Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.
				1.7.12 Relate information in the passage to other readings on the same topic.	1.8.10 Relate information in the passage to other readings.

Reading – State Goal 1

STANDARDS 1B, 1C – READING STRATEGIES (Continued)

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.17 Identify explicit and implicit main ideas.	1.4.14 Identify explicit and implicit main ideas.	1.5.12 Identify explicit and implicit main ideas.	1.6.12 Identify explicit and implicit main ideas.	1.7.13 Identify cause and effect organizational patterns in fiction and nonfiction.	1.8.11 Identify cause and effect organizational patterns in fiction and nonfiction.
1.3.18 Locate information using simple graphic organizers such as Venn diagrams.	1.4.15 Demonstrate understanding by using graphic organizers (e.g., Venn Diagrams and semantic webs) to represent passage content.	1.5.13 Demonstrate understanding by using sophisticated graphic organizers (e.g., cause-effect organizers, semantic webs) to represent passage content.	1.6.13 Identify cause and effect organizational patterns in fiction and nonfiction.	1.7.14 Identify compare and contrast organizational patterns in fiction and nonfiction.	1.8.12 Identify compare and contrast organizational patterns in fiction and nonfiction.
1.3.19 Make comparisons across reading passages (e.g., topics, story elements).	1.4.16 Make comparisons across reading passages (e.g., topics, story elements).	1.5.14 Make comparisons across reading passages (e.g., topics, story elements, themes).			1.8.13 Identify proposition and support organizational patterns in fiction and nonfiction.
		1.5.15 Identify cause and effect organizational patterns in fiction.			

Reading – State Goal 1

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
STANDARD 1C – READING COMPREHENSION					
Literal or Simple Inference					
1.3.20 Determine the answer to a literal or simple inference question regarding the meaning of a passage.	**1.4.17** Determine the answer to a literal or simple inference question regarding the meaning of a passage.	**1.5.16** Determine the answer to a literal or simple inference question regarding the meaning of a passage.	**1.6.14** Determine the answer to a literal or simple inference question regarding the meaning of a passage.	**1.7.15** Determine the answer to a literal or simple inference question regarding the meaning of a passage.	**1.8.14** Determine the answer to a literal or simple inference question regarding the meaning of a passage.
Summarizing and Main Idea					
1.3.21 Distinguish the main ideas and supporting details in informational text.	**1.4.18** Distinguish the main ideas and supporting details in informational text.	**1.5.17** Distinguish the main ideas and supporting details in any text.	**1.6.15** Distinguish the main ideas and supporting details in any text.	**1.7.16** Distinguish the main ideas and supporting details in any text.	
1.3.22 Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).	**1.4.19** Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).	**1.5.18** Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).			**1.8.15** Compare an original text to a summary to determine whether the summary accurately captures the key ideas.
	1.4.20 Summarize a story passage or text, or identify the best summary.	**1.5.19** Summarize a story or nonfiction passage, or identify the best summary.	**1.6.16** Summarize a story or nonfiction passage, or identify the best summary.	**1.7.17** Summarize a story or nonfiction passage, or identify the best summary.	**1.8.16** Summarize a story or nonfiction passage, or identify the best summary.
Sequencing and Ordering					
1.3.23 Identify or summarize the order of events in a story.	**1.4.21** Identify or summarize the order of events in a story.	**1.5.20** Identify or summarize the order of events in a story or nonfiction account.	**1.6.17** Identify or summarize the order of events in a story or nonfiction account.	**1.7.18** Identify or summarize the order of events in a story or nonfiction account.	**1.8.17** Identify the outcome or conclusion of a story or nonfiction account, based on previous occurrences or events.
		1.5.21 Identify the causes of events in a story or nonfiction account.	**1.6.18** Identify the causes of events in a story or nonfiction account.	**1.7.19** Identify the causes of events in a story or nonfiction account.	**1.8.18** Identify the causes of events in a story or nonfiction account.

Reading – State Goal 1

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8

STANDARD 1C – READING COMPREHENSION (Continued)

Drawing Conclusions Based on Evidence

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.24 Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.	1.4.22 Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.	1.5.22 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	1.6.19 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	1.7.20 Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.	1.8.19 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
1.3.25 Differentiate between fact and opinion.	1.4.23 Differentiate between fact and opinion.	1.5.23 Differentiate between fact and opinion.	1.6.20 Distinguish between fact and opinion.	1.7.21 Differentiate between fact and opinion in a persuasive essay or excerpt.	1.8.20 Differentiate between conclusions that are based on fact and those that are based on opinion.
1.3.26 Draw conclusions from information in maps, charts, and graphs.	1.4.24 Draw conclusions from information in maps, charts, graphs, and diagrams.	1.5.24 Draw conclusions from information in maps, charts, graphs, and diagrams.	1.6.21 Interpret an image based on information provided in a passage.		1.8.21 Explain information presented in a nonfiction passage using evidence from the passage.
		1.5.25 Interpret an image based on information provided in a passage.			1.8.22 Use information from a variety of sources to explain a situation or decision or to solve a problem.

Interpreting Instructions

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.27 Determine whether a set of simple instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).	1.4.25 Determine whether a set of complex instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).	1.5.26 Determine whether a set of complex instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).	1.6.22 Determine whether a set of complex, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).	1.7.22 Determine whether a set of technical, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).	1.8.23 Determine whether a set of technical, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).

Author's Purpose and Design

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1.3.28 Identify the author's purpose for writing a fiction or nonfiction text, (e.g., to entertain or to inform).	1.4.26 Identify the author's purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).	1.5.27 Determine the author's purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).	1.6.23 Explain how the author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.	1.7.23 Explain how the author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.	1.8.24 Determine the author's purpose as represented by the choice of genre, and literary devices employed.
		1.5.28 Determine how authors and illustrators express their ideas.	1.6.24 Determine how illustrators use art to express their ideas.	1.7.24 Determine how illustrators use art to express their ideas.	1.8.25 Determine why some points are illustrated.

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Reading – State Goal 2

STANDARD 2A – LITERARY ELEMENTS AND TECHNIQUES

Story and Literary Structure

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2.3.01 Differentiate among the literary elements of plot, character, and setting.	2.4.01 Differentiate among the literary elements of plot, character, setting, and theme.	2.5.01 Differentiate among the literary elements of plot, character, setting, and theme.	2.6.01 Identify elements of fiction: plot, character, setting, theme, character foils.	2.7.01 Identify elements of fiction: character, theme, conflict, point of view, plot, setting, and flashback.	2.8.01 Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback.
2.3.02 Identify main and supporting characters.	2.4.02 Distinguish between main and supporting characters.	2.5.02 Identify events important to the development of the plot and subplot.	2.6.02 Explain how plot, setting, character, and theme contribute to the meaning of a literary selection.	2.7.02 Explain how character, theme, conflict, and point of view contribute to the meaning of a literary selection.	2.8.02 Explain how theme, rising action, falling action, conflict, point of view, and resolution contribute to the meaning and a reader's interpretation of a literary selection.
2.3.03 Identify events important to the development of the plot.	2.4.03 Identify events important to the development of the plot and subplot.	2.5.03 Identify setting, including how setting affects the plot.	2.6.03 Interpret literary passages using the following element of literary structure: exposition.		
2.3.04 Identify setting (i.e., place and time period).	2.4.04 Identify setting, including how setting affects the plot.				
2.3.05 Identify author's message.	2.4.05 Identify author's message.	2.5.04 Identify the author's message or theme.	2.6.04 Identify the author's message or theme.	2.7.03 Identify the author's message or theme.	2.8.03 Identify the author's message or theme.
	2.4.06 Compare stories to personal experience, prior knowledge, or other stories.	2.5.05 Compare stories to personal experience, prior knowledge, or other stories.	2.6.05 Compare stories to personal experience, prior knowledge, or other stories.	2.7.04 Compare stories to personal experience, prior knowledge, or other stories.	2.8.04 Compare stories to personal experience, prior knowledge, or other stories.
2.3.06 Explain outcomes using the following literary elements: problem/conflict, resolution.	2.4.07 Explain outcomes using the following literary elements: rising action, climax.	2.5.06 Interpret literary passages using the following elements of literary structure: rising action, and falling action/resolution.			
		2.5.07 Recognize points of view in narratives (e.g., first person).	2.6.06 Recognize points of view in narratives (e.g., first person).	2.7.05 Recognize points of view in narratives (e.g., first person).	2.8.05 Recognize points of view in narratives (e.g., first person).

Reading – State Goal 2

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8

STANDARD 2A – LITERARY ELEMENTS AND TECHNIQUES (Continued)

Characterization

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2.3.07 Determine what characters are like by what they say or do by how the author or illustrator portrays them.	2.4.08 Determine what characters are like by what they say or do by how the author or illustrator portrays them.	2.5.08 Determine what characters are like by what they say or do by how the author or illustrator portrays them.	2.6.07 Determine what characters are like by what they say or do by how the author or illustrator portrays them.	2.7.06 Determine what characters are like by what they say or do or by how the author or illustrator portrays them.	2.8.06 Determine what characters are like by their words, thoughts, and actions, as well as how other characters react to them.
2.3.08 Determine character motivation.	2.4.09 Determine character motivation.	2.5.09 Determine character motivation.	2.6.08 Determine character motivation.	2.7.07 Determine character motivation.	2.8.07 Determine character motivation.
2.3.09 Identify and compare characters' attributes in a story.	2.4.10 Determine the causes of characters' actions (other than motivation).	2.5.10 Determine the causes of characters' actions (other than motivation).	2.6.09 Compare or contrast the behavior of two characters.	2.7.08 Compare or contrast the behavior of two characters.	2.8.08 Identify conflict or contradiction within a character or a character's behavior.
		2.5.11 Explain the relationship between main and supporting characters.	2.6.10 Explain the relationship between main and supporting characters.	2.7.09 Explain the relationship between main and supporting characters.	2.8.09 Explain the relationship between main and supporting characters.

Literary Terms and Devices

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	2.4.11 Identify and interpret figurative language (e.g., metaphor, simile, idiom).	2.5.12 Identify and interpret figurative language (e.g., metaphor, alliteration, personification).	2.6.11 Identify and interpret figurative language or literary devices: (e.g., sensory detail, simile, rhyme, repetition, metaphors, alliteration, personification).	2.7.10 Identify literary devices: (e.g., alliteration, imagery, sensory detail, simile, rhyme, repetition, subtle metaphors, alliteration, personification).	2.8.10 Identify literary devices: (e.g., figurative language, hyperbole, understatement, symbols, dialogue).
	2.4.12 Identify examples of poetic devices using sound, (e.g., alliteration, onomatopoeia, rhyme scheme, consonance)	2.5.13 Identify examples of poetic devices using sound, such as alliteration, onomatopoeia, rhyme scheme, unrhymed verse.	2.6.12 Explain how the literary devices (e.g., sensory detail, simile, rhyme, repetition, onomatopoeia, personification) contribute to the meaning of a literary selection.	2.7.11 Explain how the literary devices (e.g., alliteration, imagery, metaphor) contribute to the meaning of a literary selection.	2.8.11 Explain how the literary devices (e.g., imagery, metaphor, figurative language dialogue) contribute to the meaning of a literary selection.
			2.6.13 Identify verbal irony.	2.7.12 Identify varieties of irony, including situational irony.	2.8.12 Identify varieties of irony, including dramatic irony.

Reading – State Goal 2

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8

STANDARD 2B – VARIETY OF LITERARY WORKS

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2.3.10 Identify the following forms and genres: story, poem, fairy tale, tall tale, fable, nonfiction, and essay.	**2.4.13** Identify the following forms and genres: myth or legend, story, folk tale, nonfiction, poem.	**2.5.14** Identify the following subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.	**2.6.14** Identify the following subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.	**2.7.13** Identify various subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.	**2.8.13** Identify various subcategories of genres: poetry, drama (comedy and tragedy), science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.
	2.4.14 Identify whether a given nonfiction passage is narrative, persuasive, or expository.	**2.5.15** Identify whether a given passage is narrative, persuasive, or expository.	**2.6.15** Identify whether a given passage is narrative, persuasive, or expository.	**2.7.14** Identify whether a given passage is narrative, persuasive, or expository.	

Reading – Roots and Affixes

This list indicates what may be covered on the vocabulary items of the state assessment.

Grade 3 Part	Grade 3 Example	Grade 4 Part	Grade 4 Example	Grade 5 Part	Grade 5 Example	Grade 6 Part	Grade 6 Example	Grade 7 Part	Grade 7 Example	Grade 8 Part	Grade 8 Example
-ed	(e.g., talked, helped)	-able, -ible	(e.g., dependable, edible)	-age	(e.g., package, usage)	ambi-	(e.g., ambidextrous, ambivalent)	anti-	(e.g., antagonist, antacid)	acid, acri	(e.g., acidic, acrimonious)
-ing	(e.g., walking, barking)	-al	(e.g., natural, rental)	-ate	(e.g., generate, dictate)	arch	(e.g., archenemy, archbishop)	astro	(e.g., astronomy, astrophysics)	ad-	(e.g., addict, advise)
-s, -es	(e.g., dogs, lunches)	-ance	(e.g., reluctance, tolerance)	auto	(e.g., automobile, automatic)	bene	(e.g., beneficial, benefactor)	calor	(e.g., caloric, scald)	anthrop	(e.g., anthropoid, anthropology)
-er	(e.g., bigger, brighter) [means "more," not "one who"]	bi-	(e.g., bicycle, bivalve, triangle)	co- (con-, com-, coll-)	(e.g., coincidence, congregate, combine, collision)	bio	(e.g., biology, biography)	-cide	(e.g., fratricide, suicide)	-ary	(e.g., dictionary, dietary)
-est	(e.g., biggest, brightest)	ex-	(e.g., exclude, expel)	demo	(e.g., democratic, demographic)	cycle	(e.g., bicycle, cyclone)	corp	(e.g., corporal, corporation)	aud	(e.g., audible, auditory)
-less	(e.g., careless, helpless)	fact	(e.g., factory, manufacture)	dict	(e.g., predict, dictionary)	de-	(e.g., deform, depend)	cred	(e.g., credibility, incredible)	bin-	(e.g., binary, binomial)
-ar, -er, -or	(e.g., liar, fighter, inspector) [means "one who"]	geo	(e.g., geography, geology)	en-	(e.g., encourage, enslave, employ)	di-	(e.g., divide, divorce)	dorm	(e.g., dormitory, dormant)	cata-	(e.g., catacombs, catatonic)
dis-	(e.g., disobey, disappear)	-ic	(e.g., heroic, realistic)	graph	(e.g., graphic, photograph)	duct	(e.g., introduction, deduct)	epi	(e.g., epicenter, episode)	circ, circum-	(e.g., circumference, circumstance)
-en	(e.g., tighten, eaten)	il-, ir-	(e.g., illegal, irregular)	human	(e.g., humanity, inhuman)	ex-	(e.g., excel, excite)	eu-	(e.g., eulogy, eureka)	helio	(e.g., heliotherapy, heliotrope)
-ful	(e.g., thankful, beautiful)	in-, im-	(e.g., immigrate, immature, indigestion)	inter-	(e.g., interaction, interfere, interstate)	fore-	(e.g., foreword, forewarned)	flex	(e.g., flexible, reflex)	hydra, hydro	(e.g., hydrate, hydraulic)

Reading – Roots and Affixes (Continued)

This list indicates what may be covered on the vocabulary items of the state assessment.

Grade 3 Part	Grade 3 Example	Grade 4 Part	Grade 4 Example	Grade 5 Part	Grade 5 Example	Grade 6 Part	Grade 6 Example	Grade 7 Part	Grade 7 Example	Grade 8 Part	Grade 8 Example
-ly	(e.g., happily, slowly)	-ish	(e.g., childish, babyish)	-ion, -ian	(e.g., location, celebration, guardian)	-ous	(e.g., famous, various)	macro-	(e.g., macroeconomics, macrocosm)	-ive	(e.g., definitive, derivative)
re-	(e.g., redo, rebuild, rewrite)	non-	(e.g., nonsense, nonstop)	-ity	(e.g., clarity, enmity)	para-	(e.g., paranormal, parameter)	mar, mari	(e.g., marine, mariner)	mal-	(e.g., malady, malaria)
un-	(e.g., unable, unfinished)	over	(e.g., overdone)	-ize	(e.g., economize, homogenize)	-ship	(e.g., friendship, relationship)	micro-	(e.g., microcosm, microphone)	mid-	(e.g., midnight, midwife)
-y	(e.g., sleepy, dirty, faulty)	port	(e.g., transport, portable)	-ment	(e.g., contentment, nourishment)	super-	(e.g., superman, superintendent)	mono-	(e.g., monomania, mononucleosis)	-ness	(e.g., kindness, lightness)
		pre-	(e.g., preview, precooked)	meter	(e.g., thermometer, barometer)	sym-, syn-, sys	(e.g., symmetry, synonym, system)	peri-	(e.g., periscope, periodic)	ob-	(e.g., obituary, obese)
		struct	(e.g., construct, destruct)	mis-	(e.g., misguide, misinterpret)	tempo	(e.g., temporal, contemporary)	pseudo-	(e.g., pseudonym)	omni	(e.g., omnipotent, omnipresent)
		tri	(e.g., tricycle, triangle)	multi-	(e.g., multimillionaire, multitude)	ultra-	(e.g., ultraviolet, ultrasonic)	semi-	(e.g., semimonthly, semicircle)	pater, part	(e.g., paternal, patrimony)
				-ous	(e.g., humorous, mysterious)	vale, vali	(e.g., validity, valor)	-ure	(e.g., puncture, lecture)	spect	(e.g., spectacular, inspect)
				pro-	(e.g., production, proceed)					theo	(e.g., theocracy, theology)
				sphere	(e.g., spherical, hemisphere,)					under-	(e.g., underdone, undermine)
				sub	(e.g., subnormal, submarine)						
				trans-	(e.g., transportation, transcontinental)						
				-ual	(e.g., usual, gradual)						

Updates New to the December 2004 Document Include the Following:

1. Enabling objectives references and the enabling objectives percent chart were removed.

2. Three objectives previously listed as enabling objectives were added to Goal 1, grade 3. They are numbered 1.3.03, 1.3.04, and 1.3.05.

1.3.03 Identify words that begin with the same sound (including consonant digraphs, different letters having the same sound, and silent letters—e.g., knight and new).
1.3.04 Identify words having the same vowel sound (e.g., date and slave).
1.3.05 Identify rhyming words with different spelling patterns (e.g., feet and neat, light and kite).

3. Assessment objectives for Goal 1 grade 3 (1.3.03 and beyond) have been renumbered to reflect this update.

Update New to the June 2007 Document Includes the Following:

1. The Reading Content Category Table percents have been changed to a range of percents.

Illinois Reading Assessment Framework
PSAE Grade 11

State Assessments Beginning
Spring 2006

Illinois State Board of Education

August 2005

Revised April 2007

Introduction to the Illinois Reading Assessment Framework
PSAE Grade 11

The Illinois Reading Assessment Framework for PSAE Grade 11 is designed to assist educators, test developers, policy makers, and the public by clearly defining those elements of the Illinois Learning Standards that are suitable for state testing. It is not designed to replace a local reading curriculum and should not be considered a state reading curriculum. The Framework defines the reading content that will be assessed in the Prairie State Achievement Examination (PSAE) beginning with the 2005-06 school year.

Assessment Objectives
The Framework contains assessment objectives, clear and concise statements of testable material at grade 11. Each assessment objective was derived from the Illinois Learning Standards and Performance Descriptors (www.isbe.net/ils). Due to practical limitations, each year's assessment will measure a sample of the content in the Framework, as well as a different subset of the content, and there will be sufficient overlap from year to year to allow annual comparisons. Therefore, every objective will not be measured every year. The assessment objectives reflect a combination of the ACT Assessment® Reading Test and the WorkKeys® *Reading for Information* Assessment. They do not represent either the ACT Assessment Reading Test or the WorkKeys *Reading for Information* Assessment in isolation.

Content Emphasis and Reports
While the precise content on each year's assessment will vary somewhat from year to year, the relative emphasis on the State Goals and Illinois Learning Standards will not. The categories of assessment objectives are described in the Reading Content Assessment Objective Categories on page 7. In addition to an overall PSAE Reading score, an ACT Assessment Reading Test score, and a WorkKeys *Reading for Information* Assessment score, as much information as possible will be reported.

Reading Assessment Structure
The reading portion of the PSAE is comprised of two components: the ACT Assessment Reading Test on Day 1 and the WorkKeys *Reading for Information* Assessment on Day 2. Each component contributes 50% to the total PSAE Reading scale score.

Framework Structure
This document employs a general organizational structure designed for ease of use. Each State Goal for reading is the main organizer, followed by the Illinois Learning Standards for English Language Arts within each of these State Goals. Each assessment objective has a unique identifier with three components.

Example: 1.11.01

1	11	01
State Goal	Grade Level	Objective Number

The first component, *"1,"* indicates the numbered State Goal as defined in the Illinois Learning Standards. The second component, *"11,"* indicates the grade level. The third component, *"01,"* indicates that this is the first assessment objective for this State Goal at this grade level.

Cognitive Complexity

Cognitive complexity refers to the level of reasoning called for by an assessment objective. For example, some assessment objectives require simple recall, while others may require more complex levels of reasoning and/or application of knowledge and skills.

The ACT Assessment Reading Test will require students to derive meaning from several texts by (1) referring to what is explicitly stated and (2) reasoning to determine implicit meanings. Specifically, questions will ask students to use referring and reasoning skills to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; draw generalizations; and analyze the author's or narrator's voice and method.

The WorkKeys *Reading for Information* Assessment will contain questions at progressive levels of complexity. The questions require students to identify details and key concepts explicitly stated and implied; recognize sequence of events and placement of steps in a procedure; understand simple to complex instructions and their application; identify word meanings, including technical jargon, multiple meanings, and acronyms; and generalize across texts and from text to similar situations.

Passage Selection

The ACT Assessment Reading Test measures reading comprehension. The assessment consists of prose passages that are representative of the level and kinds of text commonly encountered in college freshman curricula. Test questions do not test the rote recall of facts from outside the passage, isolated vocabulary items, or rules of formal logic.

The WorkKeys *Reading for Information* Assessment measures the skills people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience.

Excerpt from *Illinois Learning Standards*[1]

The *Illinois Learning Standards for English Language Arts* goals and standards were developed using the 1985 State Goals for Language Arts, various state and national standards drafts, and local education standards contributed by team members. Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace, and essential to life as productive citizens.

English language arts includes reading, writing, speaking, listening, and the study of literature. In addition, students must be able to study, retain, and use information from many sources. Through the study of the English language arts, students should be able to read fluently, understanding a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. As students progress, a structured study of literature will allow them to recognize universal themes and to compare styles and ideas across authors and eras.

APPLICATIONS OF LEARNING

Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace, and in the community.

SOLVING PROBLEMS

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.
Solving problems demands that students be able to read and listen, comprehend ideas, ask and answer questions, clearly convey their own ideas through written and oral means, and explain their reasoning. Comprehending reading materials and editing and revising writing are in themselves forms of complex problem solving. The ability to locate, acquire, and organize information from various sources, print and electronic, is essential to solving problems involving research. In all fields—English language arts, mathematics, science, social studies, and others, the command of language is essential in stating and reasoning through problems and conveying results.

COMMUNICATING

Express and interpret information and ideas.
Communication is the essence of English language arts, and communication surrounds us today in many forms. Individuals and groups of people exchange ideas and information—oral and written—at lunch tables, through newspapers, magazines, radio, and television, as well as the internet. From the simplest, shortest conversations to the most complex technical manuals, language is the basis of all human communication. A strong command of reading, writing, speaking, and listening is vital for communicating in the home, school, workplace, and beyond.

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[1] Illinois State Board of Education (1997). *Illinois Learning Standards*

USING TECHNOLOGY
Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.
Computers and telecommunications have become the basic means for creating messages and relaying information. Audio and visual media are used for both creative and practical forms of communication. The use of the internet is now commonplace among researchers, authors, farmers, and auto mechanics. Skilled use of these technologies provides students with necessary opportunities to search and process information, be in touch with experts, prepare documents, and learn and communicate in new, more effective ways.

WORKING ON TEAMS
Learn and contribute productively as individuals and as members of groups.
In sports, the workplace, family and elsewhere, teamwork requires skill in the use of language. People must speak clearly and listen well as they share ideas, plans, instructions, and evaluations. In researching and bringing outside information to a team, individuals must be able to search, select, and understand a variety of sources. Documenting progress and reporting results demand the ability to organize information and convey it clearly. Those who can read, write, speak, and listen well are valuable contributors in any setting where people are working together to achieve shared goals.

MAKING CONNECTIONS
Recognize and apply connections of important information and ideas within and among learning areas.
The parts of English language arts are closely interconnected. Reading and writing provide the means to receive and send written messages. Likewise, listening and speaking enable people to receive and send oral information. Speaking and writing are the creative components, while listening and reading are the receptive components of language through which people access knowledge and demonstrate its applications. Proficiency in these skills clearly supports learning in all academic areas.

STATE GOAL 1: Read with understanding and fluency.

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

STANDARD 1A
Apply word analysis and vocabulary skills to comprehend selections.

STANDARD 1B
Apply reading strategies to improve understanding and fluency.

STANDARD 1C
Comprehend a broad range of reading materials.

Reading Content Assessment Objective Categories
(PSAE Grade 11)

The ACT Assessment Reading Test and WorkKeys *Reading for Information* Assessment components will focus on the following assessment objective categories of State Goal 1 Reading.

Standard 1A – Vocabulary Development
    Words in Context
Standards 1B/1C – Reading Strategies
Standard 1C – Reading Comprehension
    Literal or Simple Inference
    Summarizing and Main Idea
    Sequencing and Ordering
    Drawing Conclusions Based on Evidence
    Interpreting Instructions
    Author's Purpose and Design

Note: The reading portion of the PSAE is a combination of the ACT Assessment Reading Test component and the WorkKeys *Reading for Information* Assessment component. Each component contributes 50% to the total PSAE Reading scale score.

Reading – State Goal 1

Grade 11

STANDARD 1A – VOCABULARY DEVELOPMENT

Words in Context

1.11.01 Determine the connotation of a familiar or unfamiliar word using word, sentence, and cross-sentence clues.

1.11.02 Determine the meaning of a word in context when the word has multiple meanings.

1.11.03 Determine the meaning of jargon and/or technical terms used independent of context.

1.11.04 Determine the meaning of jargon and/or technical terms in context.

1.11.05 Determine what an acronym stands for in context.

1.11.06 Determine the meaning of figurative words and phrases.

STANDARDS 1B/1C – READING STRATEGIES

1.11.07 Infer target audiences for passages.

Reading – State Goal 1

Grade 11

STANDARD 1C – READING COMPREHENSION

Literal or Simple Inference

1.11.08 Infer the meaning of a passage.

1.11.09 Identify significant details.

1.11.10 Identify implied details.

1.11.11 Identify subtly-stated details.

Summarizing and Main Idea

1.11.12 Summarize a complex story or nonfiction passage.

1.11.13 Identify the main idea when it is not explicitly stated.

Sequencing and Ordering

1.11.14 Identify the causes of events in a passage.

1.11.15 Identify the outcome or conclusion of a passage, based on previous occurrences or events in the text.

1.11.16 Sequence steps in instructions.

1.11.17 Identify cause and effect organization patterns in fiction and nonfiction passages.

Drawing Conclusions Based on Evidence

1.11.18 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and/or prior knowledge.

1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage.

1.11.20 Understand the rationale behind a policy or procedure.

1.11.21 Differentiate between reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.

1.11.22 Apply information to a described situation.

1.11.23 Use comparison/contrast to identify how information in a passage has similar or different characteristics.

Reading – State Goal 1

Grade 11

STANDARD 1C – READING COMPREHENSION (Continued)

Interpreting Instructions

1.11.24 Apply instructions with conditionals.

1.11.25 Apply information to new situations.

1.11.26 Generalize from text to situations not described.

1.11.27 Identify underlying principles and apply them to dissimilar situations.

Author's Purpose and Design

1.11.28 Identify and interpret the author's purpose and point of view in expository texts and literary passages.

1.11.29 Explain how dialogue is used in a given passage to develop characters and create mood.

1.11.30 Determine an author's implied meaning by drawing conclusions based on facts, events, images, patterns, symbols, etc. found in the text.

Illinois Writing Assessment Framework
Grades 3, 5, 6, and 8

Illinois State Board of Education

October 2003
Revised July 2006

Acknowledgements

The following individuals have made significant contributions toward the creation of this document.

Introduction to the Illinois Writing Assessment Framework
Grades 3, 5, 6, and 8

The Illinois Writing Assessment Framework is designed to assist educators, test developers, policy makers, and the public by clearly defining those elements of the Illinois Learning Standards that are suitable for state testing. It is not designed to replace a local writing curriculum and should not be considered a state writing curriculum. The Framework defines the writing content that will be assessed in the Illinois Standards Achievement Test (ISAT) beginning with the 2006-2007 school year.

Assessment Objectives
The Framework contains assessment objectives, clear and concise statements of testable material at each grade level. Each assessment objective aligns to the Illinois Learning Standards and, in some cases, to the Performance Descriptors posted on the Illinois State Board of Education Web site (www.isbe.net/ils). Each year's assessment will measure a sample of the content in the Framework with sufficient overlap from year to year to allow for annual comparisons. The assessment objectives listed for each grade level may be measured on any given assessment in any given year. One should not presume that every objective will be measured every year. The Framework communicates the range of objectives that may be assessed at a given grade level.

Content Emphasis
While the precise content on each year's tests will vary from year to year, the relative emphasis on the State Goals and Illinois Learning Standards will not. The proportion of each year's tests devoted to each category is clearly specified in the Reading Content Category Table on page 6. These percents are estimates used to guide the general distribution of items throughout the test. In addition to overall scores, as much information as possible will be reported for each content category, making the data useful for diagnostic analysis.

Framework Structure
This document employs a general organizational structure designed for ease of use. The State Goal for writing is the main organizer, followed by the Illinois Learning Standards for writing within this State Goal. Each assessment objective has a unique identifier with three components.

Example: 3.5.01

3	5	01
State Goal	*Grade Level*	*Objective Number*

The first component, "*3,*" indicates the numbered State Goal as defined in the Illinois Learning Standards. The second component, "*5,*" indicates the grade level. The third component, "*01,*" indicates that this is the first assessment objective for this State Goal at this grade level.

Cognitive Complexity

Cognitive complexity refers to the level of reasoning called for by an assessment objective. For example, some assessment objectives require simple recall, while others may require more complex levels of reasoning. Writing requires students to apply knowledge and skills; therefore, writing tests address higher-level cognitive skills.

Populations

Unless exempted by law, all eligible public school students in grades 5 and 8 will take the ISAT writing test beginning with the spring of 2007. Sixth graders will take the test beginning with the spring of 2008, and third graders will take the test beginning with the spring of 2009.

Excerpt from *Illinois Learning Standards*[1]

The *Illinois Learning Standards for English Language Arts* goals and standards were developed using the 1985 State Goals for Language Arts, various state and national standards drafts, and local education standards contributed by team members. Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens.

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Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

SOLVING PROBLEMS

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

Solving problems demands that students be able to read and listen, comprehend ideas, ask and answer questions, clearly convey their own ideas through written and oral means, and explain their reasoning. Comprehending reading materials and editing and revising writing are in themselves forms of complex problem solving. The ability to locate, acquire and organize information from various sources, print and electronic, is essential to solving problems involving research. In all fields—English language arts, mathematics, science, social studies, and others, the command of language is essential in stating and reasoning through problems and conveying results.

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Communication is the essence of English language arts, and communication surrounds us today in many forms. Individuals and groups of people exchange ideas and information—oral and written—at lunch tables, through newspapers and magazines, and through radio, television and on-line computer services. From the simplest, shortest conversations to the most complex technical manuals, language is the basis of all human communication. A strong command of reading, writing, speaking and listening is vital for communicating in the home, school, workplace, and beyond.

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[1] Illinois State Board of Education (1997). *Illinois Learning Standards*

USING TECHNOLOGY
Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.
Computers and telecommunications have become basic means for creating messages and relaying information. In offices and homes, people write using word processors. Audio and visual media are used for both creative and practical forms of communication. The use of on-line services is now commonplace among researchers, authors, farmers and auto mechanics. Skilled use of these technologies provides students with necessary opportunities to search and process information, be in touch with experts, prepare documents, and learn and communicate in new, more effective ways.

WORKING ON TEAMS
Learn and contribute productively as individuals and as members of groups.
In sports, the workplace, family and elsewhere, teamwork requires skill in the use of language. People must speak clearly and listen well as they share ideas, plans, instructions and evaluations. In researching and bringing outside information to a team, individuals must be able to search, select and understand a variety of sources. Documenting progress and reporting results demand the ability to organize information and convey it clearly. Those who can read, write, speak and listen well are valuable contributors in any setting where people are working together to achieve shared goals.

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

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

STANDARD 3A
Use correct grammar, spelling, punctuation, capitalization, and structure.

STANDARD 3B
Compose well organized and coherent writing for specific purposes and audiences.

STANDARD 3C
Communicate ideas in writing to accomplish a variety of purposes

Writing Content Category Table

Grade	3	5	6	8
State Goal 3 – Writing				
Standard 3A – Grammar, Sentence Structure, Spelling, Punctuation, and Capitalization	9%	9%	9%	9%
Grammar and Sentence Structure	4%	4%	4%	4%
Spelling	2%	2%	2%	2%
Punctuation and Capitalization	3%	3%	3%	3%
Standards 3B, 3C – Composition	91%	91%	91%	91%
Expository	91%	91%		
Focus	18%	18%		
Support	18%	18%		
Organization	18%	18%		
Integration	37%	37%		
Persuasive			45.5%	45.5%
Focus			9%	9%
Support			9%	9%
Organization			9%	9%
Integration			18.5%	18.5%
Narrative			45.5%	45.5%
Focus			9%	9%
Elaboration			9%	9%
Organization			9%	9%
Integration			18.5%	18.5%
Total	100%	100%	100%	100%

Writing – State Goal 3

Grade 3	Grade 5	Grade 6	Grade 8

STANDARD 3A – GRAMMAR, SENTENCE STRUCTURE, SPELLING, PUNCTUATION, AND CAPITALIZATION

Grammar and Sentence Structure

Grade 3	Grade 5	Grade 6	Grade 8
4%	4%	4%	4%
3.3.01 Write complete sentences (e.g., avoid fragments and run-on sentences).	3.5.01 Write complete sentences (e.g., avoid fragments and run-on sentences).	3.6.01 Write complete sentences (e.g., avoid fragments and run-on sentences).	3.8.01 Write complete sentences (e.g., avoid fragments and run-on sentences).
3.3.02 Use the correct form of regular verbs.	3.5.02 Use the correct form of regular and irregular verbs.	3.6.02 Use the correct form of regular and irregular verbs.	3.8.02 Use the correct form of regular and irregular verbs.
3.3.03 Write a variety of sentences (e.g., simple and compound).	3.5.03 Write a variety of sentences (e.g., simple, compound and complex).	3.6.03 Write a variety of sentences (e.g., simple, compound and complex).	3.8.03 Write a variety of sentences (e.g., simple, compound and complex).
3.3.04 Use correct subject-verb agreement.	3.5.04 Use correct subject-verb agreement.	3.6.04 Use correct subject-verb agreement.	3.8.04 Use correct subject-verb agreement.
3.3.05 Use pronouns correctly.	3.5.05 Write sentences with correct pronoun-antecedent agreement.	3.6.05 Write sentences with correct pronoun-antecedent agreement.	3.8.05 Write sentences with correct pronoun-antecedent agreement.
3.3.06 Demonstrate grade-appropriate use of the various parts of speech.	3.5.06 Demonstrate grade-appropriate use of the various parts of speech.	3.6.06 Demonstrate grade-appropriate use of the various parts of speech.	3.8.06 Demonstrate grade-appropriate use of the various parts of speech.
3.3.07 Use consistent verb tense in sentences (e.g., avoid "I took a bath and then I brush my teeth.").	3.5.07 Use consistent verb tense.	3.6.07 Use consistent verb tense.	3.8.07 Use consistent verb tense.

Spelling

Grade 3	Grade 5	Grade 6	Grade 8
2%	2%	2%	2%
3.3.08 Spell grade-appropriate words correctly.	3.5.08 Spell grade-appropriate words correctly.	3.6.08 Spell grade-appropriate words correctly.	3.8.08 Spell grade-appropriate words correctly.

Writing – State Goal 3

Grade 3	Grade 5	Grade 6	Grade 8

STANDARD 3A – GRAMMAR, SENTENCE STRUCTURE, SPELLING, PUNCTUATION, AND CAPITALIZATION

Punctuation and Capitalization

3%	3%	3%	3%
3.3.09 Capitalize words correctly (based on grade-appropriate rules).	**3.5.09** Capitalize words correctly (based on grade-appropriate rules).	**3.6.09** Capitalize words correctly (based on grade-appropriate rules).	**3.8.09** Capitalize words correctly (based on grade-appropriate rules).
3.3.10 Use correct end punctuation.	**3.5.10** Use correct end punctuation.	**3.6.10** Use correct end punctuation.	**3.8.10** Use correct end punctuation.
3.3.11 Use grade-appropriate commas correctly.	**3.5.11** Use grade-appropriate commas correctly.	**3.6.11** Use grade-appropriate commas correctly.	**3.8.11** Use commas joining two independent clauses.
3.3.12 Use grade-appropriate apostrophes correctly.	**3.4.12** Use grade-appropriate apostrophes correctly.	**3.6.12** Use grade-appropriate apostrophes correctly.	**3.8.12** Use grade-appropriate apostrophes correctly.
3.3.13 Use quotation marks in direct quotations.	**3.5.13** Use quotation marks in direct quotations.	**3.6.13** Use quotation marks in direct quotations.	**3.8.13** Use quotation marks in direct quotations.

Writing – State Goal 3

Grade 3	Grade 5	Grade 6	Grade 8

STANDARDS 3B, 3C – COMPOSITION

EXPOSITORY COMPOSITION

Write an expository composition explaining or interpreting a specific topic based upon background experiences or information provided in the prompt.

Expository (Focus)

The clarity with which a composition presents and maintains a clear main idea or point view

Grade 3	Grade 5	Grade 6	Grade 8
18%	18%		
3.3.14 Set the purpose of the composition through a thematic introduction or specific preview. (If previewed, address each point.)	3.5.14 Set the purpose of the composition through a thematic introduction or specific preview. (May be achieved inductively in the composition.)		
3.3.15 Maintain logic throughout.	3.5.15 Maintain logic throughout.		
3.3.16 Write a closing that relates to the topic. (May be a restatement of points in the introduction.)	3.5.16 Write an effective closing that relates to the topic. (May be a restatement of points in the introduction.)		

Expository (Support)

The degree to which the main point or position is supported and explained by specific details and reasons

Grade 3	Grade 5	Grade 6	Grade 8
18%	18%		
3.3.17 Use well chosen words that suit the message and occasion.	3.5.17 Use well chosen words that suit the message and occasion.		
3.3.18 Include specific details to support major points.	3.5.18 Include specific details to support major points.		
3.3.19 Build and connect ideas to create depth.	3.5.19 Build and connect ideas to create depth.		
3.3.20 Maintain consistent voice throughout.	3.5.20 Maintain consistent voice throughout.		

Writing – State Goal 3

Grade 3	Grade 5	Grade 6	Grade 8

STANDARDS 3B, 3C – COMPOSITION

EXPOSITORY COMPOSITION

Write an expository composition explaining or interpreting a specific topic based upon background experiences or information provided in the prompt.

Expository (Organization)

The clarity of the logical flow of ideas and the explicitness of the text structure or plan (coherence and cohesion)

Grade 3	Grade 5	Grade 6	Grade 8
18%	18%		
3.3.21 Include evident structure (beginning, middle, and end).	3.5.21 Include clear structure (beginning, middle, and end).		
3.3.22 Use appropriate paragraphing for major points.	3.5.22 Use appropriate paragraphing for major points.		
3.3.23 Use basic transitions to connect sentences and paragraphs.	3.5.23 Use appropriate transitions to connect sentences and paragraphs.		
3.3.24 Vary sentence structure.	3.5.24 Vary sentence structure.		

Expository (Integration)

Evaluation of the composition based on a focused, global judgment of how effectively the composition as a whole fulfills the assignment

Grade 3	Grade 5	Grade 6	Grade 8
37%	37%		
3.3.25 Fully develop the composition for grade level.	3.5.25 Fully develops the composition for grade level.		
3.3.26 Include a clear, purposeful focus and voice.	3.5.26 Include a clear, purposeful focus and voice.		
3.3.27 Write in-depth support.	3.5.27 Write in-depth, balanced support.		
3.3.28 Achieve coherence and cohesion	3.5.28 Achieve coherence and cohesion throughout the composition.		

Writing – State Goal 3

Grade 3	Grade 5	Grade 6	Grade 8

STANDARDS 3B, 3C – COMPOSITION

Grade 3	Grade 5	Grade 6	Grade 8
		PERSUASIVE COMPOSITION Write a persuasive composition by taking a position on a topic and developing one side of the argument.	
		Persuasive (Focus) The clarity with which a composition presents and maintains a clear main idea or point view	
		9%	9%
		3.6.14 Set the purpose of the composition through a thematic introduction, specific preview, or more sophisticated strategy . (May be achieved inductively in the composition.)	**3.8.14** Write a sophisticated opening through the use of anecdotes, quotations, definitions, personal appeals or other effective strategies.
		3.6.15 Maintain logic throughout.	**3.8.15** Clearly maintain logic and position throughout.
		3.6.16 Write an effective closing that relates to the topic. (May be a restatement of points in the introduction.)	**3.8.16** Write an effective closing which unifies the essay.
		Persuasive (Support) The degree to which the main point or position is supported and explained by specific details and reasons	
		9%	9%
		3.6.17 Use well chosen words that suit the message and occasion.	**3.8.17** Use well chosen words that suit the message and occasion.
		3.6.18 Include specific details to support major points.	**3.8.18** Use multiple strategies to develop support. (e.g., explanation, evidence, examples)
		3.6.19 Build and connect ideas to create depth.	**3.8.19** Build and connect ideas to create depth.
		3.6.20 Develop key points evenly (to the same degree of specificity).	**3.8.20** Develop key points evenly (to the same degree of specificity).
		3.6.21 Maintain consistent voice throughout.	**3.8.21** Maintain consistent voice throughout.

Writing – State Goal 3

Grade 3	Grade 5	Grade 6	Grade 8
STANDARDS 3B, 3C – COMPOSITION			
		PERSUASIVE COMPOSITION Write a persuasive composition by taking a position on a topic and developing one side of the argument.	
		Persuasive (Organization) The clarity of the logical flow of ideas and the explicitness of the text structure or plan (coherence and cohesion)	
		9%	9%
		3.6.22 Include a clear structure (beginning, middle, and end).	**3.8.22** Include a clear structure (appropriate to purpose).
		3.6.23 Use appropriate paragraphing for major points.	**3.8.23** Use appropriate, purposeful paragraphing for major points.
		3.6.24 Use appropriate transitional words and phrases to connect and unify sentences and paragraphs.	**3.8.24** Connect sentences and paragraphs through effective and varied transitions and other devices (e.g., repetition, pronouns, synonyms, parallel structure).
		3.6.25 Vary sentence structure.	**3.8.25** Vary sentence structure and word choice.
		Persuasive (Integration) Evaluation of the composition based on a focused, global judgment of how effectively the composition as a whole fulfills the assignment	
		18.5%	18.5%
		3.6.26 Fully develop the composition for grade level.	**3.8.26** Fully develop the composition for grade level.
		3.6.27 Include clear, purposeful focus and voice.	**3.8.27** Include clear, purposeful focus and voice.
		3.6.28 Write in-depth, balanced support.	**3.8.28** Write in-depth, balanced support.
		3.6.29 Develop lines of reasoning coherently and cohesively throughout the composition.	**3.8.29** Develop lines of reasoning coherently and cohesively throughout the composition.

Writing – State Goal 3

Grade 3	Grade 5	Grade 6	Grade 8
STANDARDS 3B, 3C – COMPOSITION			
		NARRATIVE COMPOSITION Write a personal narrative composition recounting and reflecting upon a significant experience, describing the action that occurs and the reactions of the participants involved.	
		Narrative (Focus) The clarity with which a narrative composition presents and maintains a unifying event or theme	
		9%	9%
		3.6.30 Maintain the subject and unifying event with the event commented upon by the end of the composition.	3.8.30 Clearly set the purpose of the composition through a successful introduction strategy.
		3.6.31 Include relevant reactions to the unifying event.	3.8.31 Include reactions that are effectively connected to the unifying event.
		3.6.32 Write an effective closing.	3.8.32 Write an effective closing which unifies the writing.
		Narrative (Elaboration) The degree to which the event is elaborated by specific details, descriptions, and reactions	
		9%	9%
		3.6.33 Develop major episodes/reactions with specific details and examples.	3.8.33 Develop all major episodes/reactions with specific details and examples (developed to the same degree of specificity).
		3.6.34 Describe relevant reactions to the unifying event.	3.8.34 Describe events/reactions through multiple strategies (e.g., points of view/perspective, others' reactions, dialogue, etc.).
		3.6.35 Use specific words to describe the event/reactions.	3.8.35 Write an effective closing which unifies the writing.
		3.6.36 Maintain consistent voice throughout.	3.8.36 Use specific words to describe the event/reactions.
			3.8.37 Maintain consistent voice throughout.

Writing – State Goal 3

STANDARDS 3B, 3C – COMPOSITION

Grade 3	Grade 5	Grade 6	Grade 8
		NARRATIVE COMPOSITION Write a personal narrative composition recounting and reflecting upon a significant experience, describing the action that occurs and the reactions of the participants involved.	
		Narrative (Organization) The clarity of the logical flow of an experience and/or movement of an event through time (coherence and cohesion)	
		9%	9%
		3.6.37 Write a sequence of episodes that move through time with a beginning, a middle, and an end without noticeable gaps.	3.8.38 Write a sequence of episodes that move through time with a beginning, a middle, and an end without gaps.
		3.6.38 Use appropriate paragraphing.	3.8.39 Use appropriate, purposeful paragraphing (follow narrative structure).
		3.6.39 Use effective and varied devices to demonstrate coherence and cohesion (e.g., transitions, parallel structure, pronouns, etc.).	3.8.40 Use effective and varied devices to demonstrate coherence and cohesion (e.g., transitions, parallel structure, pronouns, etc.).
		3.6.40 Vary sentence structure to produce cohesion.	3.8.41 Present and interrelate episodes and reactions logically.
			3.8.42 Vary sentence structure to produce cohesion.
		Narrative (Integration) The evaluation of the composition based on a focused, global judgment of how effectively the composition as a whole fulfills the assignment	
		18.5%	18.5%
		3.6.41 Fully develop the composition for grade level.	3.8.43 Fully develop the composition for grade level.
		3.6.42 Maintain a clear and purposeful focus, an in-depth, balanced elaboration, and a consistent voice.	3.8.44 Maintain a clear and purposeful focus, an in-depth, balanced elaboration, and a consistent voice.
		3.6.43 Develop a sequence of episodes coherently and cohesively throughout.	3.8.45 Develop a sequence of episodes coherently and cohesively throughout.

Writing Assessment Framework
(PSAE Grade 11)

Illinois State Board of Education

March 2004
Updated January 2007

Introduction to the Illinois Writing Assessment Framework
PSAE Grade 11

The Illinois Writing Assessment Framework for PSAE Grade 11 is designed to assist educators, test developers, policy makers, and the public by clearly defining those elements of the Illinois Learning Standards that are assessed by the Prairie State Achievement Examination (PSAE).

The Writing Assessment Framework provides the following:

- *Clarity* for students, parents, and teachers regarding the knowledge and skills that are measurable on Illinois' large-scale state assessments;
- *Focus* on core content, without encouraging excessive narrowing of curriculum or instruction; and
- *Thorough coverage* of the subject domain as it will be assessed, as opposed to just providing sample benchmarks.

The Writing Assessment Framework provides the specifications for the content of the PSAE. Students who are competent in the knowledge and skills outlined within the Framework should perform better than students who are not. As both the current and future assessments are designed to measure the Illinois Learning Standards, using the Writing Assessment Framework in curriculum and instructional design will provide valuable guidance to educators and students.

Assessment Objectives

The Writing Assessment Framework is presented through a list of assessment objectives, which are clear and concise statements of testable material. Each assessment objective was derived from the Illinois Learning Standards and Benchmarks, and in some cases the Performance Descriptors (www.isbe.net/ils). Due to practical limitations, each year's assessment will measure a sample of the content in the Writing Assessment Framework. Each year's assessment will sample a different subset of the content, and there will be sufficient overlap from year to year to allow annual comparisons.

Writing Assessment Structure

The writing portion of the PSAE is comprised of two components: the ACT English Test on Day 1 and the ACT Writing Test also on Day 1. Each component contributes 50% to the total PSAE Writing scale score.

Content Emphasis and Reports

While the precise content on each year's assessment will vary slightly from year to year, the relative emphasis on the different categories and subcategories of content will not. The proportion of each year's assessment devoted to each of the categories of assessment objectives is clearly specified in the Writing Content Category Table. In addition to an overall PSAE Writing score, ACT English Test and ACT Writing Test scores, and a combined ACT Writing score, as much information as possible will be reported.

Cognitive Complexity

Cognitive complexity refers to the level of reasoning called for by an assessment objective. For example, some assessment objectives require simple recall, while others may require more complex levels of reasoning and/or application of knowledge and skills. The cognitive complexity called for by each assessment objective is implicit within the objective. The Writing Assessment Framework is designed to ensure that a substantial proportion of the assessment addresses higher-level cognitive skills.

Framework Conventions

This document uses a number of conventions, including symbols, abbreviations and a general organizational structure designed for ease of use.

The following conventions are used throughout the Writing Assessment Framework:

- *Numbering of Assessment Objectives*

    Each writing assessment objective has a unique identifier with three components.

    Example: 3.11.01

3	11	01
State Learning Goal	*Grade*	*Objective Number*

    The first component, *"3,"* indicates the numbered State Learning Goal as defined in the Illinois Learning Standards. The second component, *"11,"* indicates the grade level. The third component, *"01,"* indicates that this is the first assessment objective for this goal at this grade level.

Conclusion

The Writing Assessment Framework for grade 11 describes the student knowledge, skills, and abilities that may be assessed on the PSAE. The Framework provides an informative documentation of the test design and construction criteria. The Illinois State Board of Education intends this document to be of assistance to educators, test developers, policy makers and the public.

Excerpt from *Illinois Learning Standards*[1]

The *Illinois Learning Standards for English Language Arts* goals and standards were developed using the 1985 State Goals for Language Arts, various state and national standards drafts, and local education standards contributed by team members. Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens.

English language arts includes reading, writing, speaking, listening and the study of literature. In addition, students must be able to study, retain and use information from many sources. Through the study of the English language arts, students should be able to read fluently, understanding a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. As students progress, a structured study of literature will allow them to recognize universal themes and to compare styles and ideas across authors and eras.

APPLICATIONS OF LEARNING
Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

SOLVING PROBLEMS
Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.
Solving problems demands that students be able to read and listen, comprehend ideas, ask and answer questions, clearly convey their own ideas through written and oral means, and explain their reasoning. Comprehending reading materials and editing and revising writing are in themselves forms of complex problem solving. The ability to locate, acquire and organize information from various sources, print and electronic, is essential to solving problems involving research. In all fields—English language arts, mathematics, science, social studies, and others, the command of language is essential in stating and reasoning through problems and conveying results.

COMMUNICATING
Express and interpret information and ideas.
Communication is the essence of English language arts, and communication surrounds us today in many forms. Individuals and groups of people exchange ideas and information—oral and written—at lunch tables, through newspapers and magazines, and through radio, television and on-line computer services. From the simplest, shortest conversations to the most complex technical manuals, language is the basis of all human communication. A strong command of reading, writing, speaking and listening is vital for communicating in the home, school, workplace, and beyond.

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[1] Illinois State Board of Education (1997). *Illinois Learning Standards*

USING TECHNOLOGY
Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.
Computers and telecommunications have become basic means for creating messages and relaying information. In offices and homes, people write using word processors. Audio and visual media are used for both creative and practical forms of communication. The use of on-line services is now commonplace among researchers, authors, farmers and auto mechanics. Skilled use of these technologies provides students with necessary opportunities to search and process information, be in touch with experts, prepare documents, and learn and communicate in new, more effective ways.

WORKING ON TEAMS
Learn and contribute productively as individuals and as members of groups.
In sports, the workplace, family and elsewhere, teamwork requires skill in the use of language. People must speak clearly and listen well as they share ideas, plans, instructions and evaluations. In researching and bringing outside information to a team, individuals must be able to search, select and understand a variety of sources. Documenting progress and reporting results demand the ability to organize information and convey it clearly. Those who can read, write, speak and listen well are valuable contributors in any setting where people are working together to achieve shared goals.

MAKING CONNECTIONS
Recognize and apply connections of important information and ideas within and among learning areas.
The parts of English language arts are closely interconnected. Reading and writing provide the means to receive and send written messages. Likewise, listening and speaking enable people to receive and send oral information. Speaking and writing are the creative components, while listening and reading are the receptive components of language through which people access knowledge and demonstrate its applications. Proficiency in these skills clearly supports learning in all academic areas.

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

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

STANDARD 3A
Use correct grammar, spelling, punctuation, capitalization, and structure.

STANDARD 3B
Compose well organized and coherent writing for specific purposes and audiences.

STANDARD 3C
Communicate ideas in writing to accomplish a variety of purposes.

Writing Content Category Table
(PSAE Grade 11)

	Day 1 ACT English Test	Day 1 ACT Writing Test
Goal 3 – Writing	**100%**	**100%**
Grammar, Sentence Structure, and Punctuation (Standard A)	**52%**	**0%**
Grammar and Sentence Structure	38%	0%
Punctuation	14%	0%
Composition	**48%**	**100%**
Organization and Paragraphs (Standard B)	48%	0%
Writing Prompt (Standards B/C)	0%	100%

Note: The writing portion of the PSAE is a combination of the ACT English component and the ACT Writing component. Each component contributes 50% to the total PSAE Writing scale score.

Goal 3 – Writing

Grade 11

GRAMMAR, SENTENCE STRUCTURE, AND PUNCTUATION (STANDARD A)

Grammar and Sentence Structure

3.11.01 Recognize correct subject verb agreement.

3.11.02 Recognize appropriate use of subordinating conjunctions and relative pronouns.

3.11.03 Edit sentences to create or maintain parallelism between phrases.

3.11.04 Select prepositions and pronouns precisely and in keeping with established idioms (e.g., going *to* the store, rather than going *at* the store).

3.11.05 Recognize subject verb agreement in sentences with collective nouns and indefinite pronouns as subjects.

3.11.06 Recognize the distinctions between adjective and adverbial forms of words and when each is appropriate for a given context (e.g., With a dreamy—*not* "*dreamily*"—look in his eye, he made a wish.)

3.11.07 Recognize the correct form of regular and irregular verbs including how they should be formed in different tenses (e.g., The book should have—*not* "*of*"—been returned by now.)

3.11.08 Recognize the proper form of possessive pronouns, and distinguish them from adverbs and contractions (e.g., They need their—*not* "*there*"—buckets to play in the sand. The movie has a charm all its—*not* "*it's*"—own.)

3.11.09 Recognize the proper case of a pronoun in a given context (e.g., She—*not* "*Her*"—and I went to the math contest.)

3.11.10 Recognize the correct form of words used to create a comparison (e.g., They are the fastest—*not* "*most fastest*"—swimmers.)

3.11.11 Recognize the idioms of standard written English (e.g., I felt as if I had walked a mile in his shoes. You won't get away with that easily.)

3.11.12 Avoid run-on sentences, fused sentences, comma splices, and sentence fragments.

3.11.13 Recognize sentences in which modifiers are properly placed in order to avoid ambiguity or confusion (e.g., They thought the room filled with flowers was lovely. *Not:* Filled with flowers, they thought the room was lovely.)

3.11.14 Maintain consistency of person within a sentence and between sentences (e.g., You may spend the time riding your bike or jogging around the track. You—*not* "*One*"—may also lift weights.)

3.11.15 Maintain consistency of voice within a sentence.

3.11.16 Maintain the proper verb tense within a sentence and between sentences.

3.11.17 Recognize the mood in which a verb should be placed to create a coherent sentence (e.g., They told Mr. Liu that his car had been fixed and he can—*not* "*were to*"—pick it up at the garage.)

Goal 3 – Writing

Grade 11

GRAMMAR, SENTENCE STRUCTURE, AND PUNCTUATION (STANDARD A) Continued

Punctuation

3.11.18 Recognize when commas are needed to set off independent modifiers.

3.11.19 Recognize when semicolons are needed and/or effective between two closely related clauses.

3.11.20 Identify and omit misplaced commas, colons, dashes, and semi-colons.

3.11.21 Recognize whether the end of a sentence should be punctuated with a period, question mark, or exclamation point.

3.11.22 Recognize the correct use of apostrophes.

3.11.23 Recognize when information within a sentence should be identified, through punctuation, as parenthetical and how to identify it as such with the correct use of commas, dashes, or parentheses.

3.11.24 Understand how to use punctuation to avoid ambiguity in a sentence (e.g., The boys say the girls are talented. The boys, say the girls, are talented.)

3.11.25 Recognize the correct way to punctuate items or simple phrases in a series.

3.11.26 Recognize the correct way to use punctuation to indicate restrictive or nonrestrictive clauses.

Goal 3 — Writing

Grade 11

COMPOSITION

Organization and Paragraphs (Standard B)

3.11.27 Recognize and eliminate wordiness or redundancy.

3.11.28 Recognize the best order of words in a sentence or of sentences in a paragraph to maintain or establish clarity and coherence.

3.11.29 Recognize the word or phrase that creates the most logical and effective transition between parts of a sentence, between sentences, or between paragraphs.

3.11.30 Identify the best sentence to be added to a paragraph (e.g., a sentence, from a list, that adds something significant and relevant to a paragraph).

3.11.31 Decide the best place to divide one paragraph into two paragraphs to create coherent paragraphs, each with a distinct focus, mood, or other specified purpose.

3.11.32 Identify additional information most relevant to a paragraph (e.g., information, from a list, that adds something to a paragraph).

3.11.33 Recognize the best analysis of the effect of removing specified words or phrases from sentences or of removing specified words, phrases, or sentences from paragraphs.

3.11.34 Recognize words that maintain the style and tone of a paragraph or essay (e.g., avoiding words that are too formal, casual, old-fashioned, academic, technical for an established context).

3.11.35 Select words that establish or maintain clarity rather than words that result in mixed metaphors or other nonsensical or confusing statements.

Writing Prompt (Standards B/C)

The following will be assessed:

3.11.36 Persuasive Writing: Take a position on the question stated in the prompt. Write about one of the two points given or present a different point of view. Use specific reasons and examples to support your position.

HOME

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Project CRISS Principles & Philosophy

Theoretical Base. To enhance student learning, CRISS employs several concepts, drawn from cognitive psychology and brain research. First, students need to be aware of how they learn. They must self-monitor their learning to identify which strategies are the most effective for a given set of learning materials. Second, students must be able to integrate new information with prior knowledge. And third, students need to be actively involved in their own learning by discussing, writing and organizing. These behaviors need to be taught by content teachers to maximize the acquisition of course information.

CRISS strategies are designed to develop thoughtful and independent readers and learners. Fortunately, during the last 20 years, there has been explosive growth in understanding the processes which lead to thoughtful readers. The following key principles drawn from this cognitive and social learning research lay the foundation for Project CRISS and for the practical strategies found in the workshop and text

1. The concept of ***metacognition*** is the foundation of Project CRISS. Students who achieve well in school have heightened metacognition and a repertoire of self-regulatory behaviors. They know when they have understood, and they know how to employ a variety of strategies to attain meaning (Paris, Wasik and Turner, 1991; Michenbaum and Biemiller, 1998).

2. ***Background knowledge*** is a powerful determinant of reading comprehension. Readers interpret text based on their own background or prior knowledge. Researchers tell us that integrating new information with prior knowledge is at the heart of comprehension. The richer our background, the richer is our comprehension. The more we bring to a reading situation, the more we can take away (Pearson and Fielding, 1991; Pressley, 2000).

3. Reading for ***specific purposes*** positively influences comprehension (Narvaez, 2002). Also, orienting students to read or listen for specific information in a text influences what they recall (Pichert and Anderson, 1977; Anderson and Pichert, 1978). To be strategic, metacognitive readers, students must set their reading goals before reading. In this way, they can easily bring out appropriate background knowledge and monitor their learning to assure they have reached their comprehension goals.

4. Good readers are ***actively involved*** in making sense of their reading. Learning happens when students actively process information through writing, talking, and transforming by using a variety of organizing strategies (Duke and Pearson, 2002; Keene and Zimmerman, 1997). Whenever we teach, we think about ways to actively involve our students. Moreover, thinking about active involvement has led to changes in our own conceptions about teaching. We aren't on stage very much, giving our lectures or asking hundreds of

questions. Instead, our students are engaged in their learning and in the process, they learn content more effectively.

5. Students need many opportunities to *discuss* with one another. Learning is an active, constructive process and a social, interpersonal process. Work in brain research highlights the importance of students interacting with one another. Students create meaning by transforming information and by building their own connections. Discussion is essential to these constructive processes (Muth and Alverman, 1999). We live in a social world and learn by interacting with others (Goldenberg, 1994; Wilkinson and Silliman, 2000). By pooling our understanding and talking about what we think we know, we develop deeper understandings.

6. Students need many opportunities to *write* about what they are learning. Writing is integral to all learning (Santa and Alvermann, 1991; Blanchard and Ogle, 2001). Each of us writes to understand. It is a way of knowing. If we can explain things to ourselves and others, we can claim knowledge as our own. Writing forces organization. It helps us to see clusters of information and hierarchies of ideas. It also helps us become metacognitive. Because it is such a powerful vehicle for learning and thinking, it is integrated into practically every component of Project CRISS.

7. Good readers know a variety of ways to *organize* information for learning. The past thirty years of research in cognitive psychology as well as more recent research about brain physiology have demonstrated that learning and memory depend upon transforming information (Jensen, 1998). The more organized, the better remembered. Through Project CRISS, students learn flexible ways for processing information, including strategies such as Power Thinking, selective underlining, two-column notes, and concept mapping. They learn multiple ways to be strategic, metacognitive readers and learners.

8. Good readers and writers have an intuitive understanding of the *author's craft*. They know how text structure aids comprehension. Strong research supports this idea that knowledge of expository and narrative text structures plays an important role in comprehension (Goldman and Rakestraw, 2000).

9. Students learn to become strategic when teachers teach these processes directly through *explanation and modeling*. Most students do not know how to learn. We have to show them how. When introducing a new strategy, we need to take the stage. We show, tell, model, demonstrate, and explain not only the content, but the process of active learning. Duffy and his colleagues learned from their research that the process of teacher modeling and guided practice leads to pronounced effects in the improvement of comprehension (2002).

10. Students come to *understand* by attacking a topic in a variety of ways. Our conception of understanding goes beyond knowing the specific information in a piece. It is a matter of being able to do a variety of "thinking" activities with a topic, such as explaining, finding examples, producing evidence, generalizing, and representing the topic in a new way (Perkins and Blyth, 1994). CRISS strategies are designed to help

students build understanding. We want our students to carry out a variety of learning activities, that not only show understanding of a topic, but aid students in advancing a topic beyond what they already know.
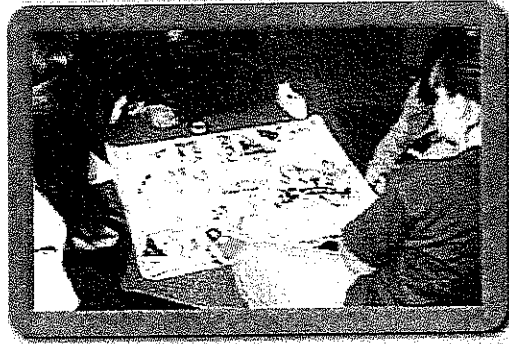
Project CReating Independence through Student-owned Strategies (CRISS) promises to give you a "grocery store" of ideas which "operationalize" the above principles and philosophy. Choose those that make the most sense for you. You aren't going to put everything in the cart. As you walk down the aisles think about how these ideas can be adapted to your own situation. Add your own ingredients. Change strategies to fit your various domains whether it is a science lab, a hands-on activity in mathematics, a field trip, or a short story. Take what we offer. Shape it. Mold it. Give students control, so they leave your classroom with knowledge and power over their own learning.

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An Overview of Project CRISS

Project CRISS (**CR**eating Independence through Student-owned Strategies) was created to help students better organize, understand, and retain course information. In short, students receiving the CRISS method of instruction will *"LEARN HOW TO LEARN"*.

History of Project CRISS

The CRISS program was developed in the Kalispell School District in Kalispell, Montana, in 1979. The teachers wrote the program under the direction of Dr. Carol Santa, District Reading Coordinator. The program became a state validated demonstration site in 1982 and a nationally validated project for grades 10 through 12 in 1985. In 1993 the validation was expanded to include grades 4-12. The *NATIONAL DIFFUSION NETWORK* (NDN) provided funding for CRISS from 1985 through 1996, when NDN funding was eliminated by Congress. Many teachers in districts throughout the country have readily adapted ideas from CRISS in their classrooms.

Project CRISS Methods of Instruction

Students learn to become strategic when teachers teach the process of learning directly through explanation, modeling, reflection. Most students do not know how to learn. Teachers have to show them how. When introducing a new strategy, teachers need to take the stage. They show, tell, model, demonstrate, and explain not only the content, but the process of active learning. As the student learns, there is a gradual release of responsibility from the teacher to the student.

The first part is an *explanation* of what the strategy is and why students use it to improve their comprehension and retention. If the students do not know why they are performing an activity, they rarely repeat the behavior on their own.

The second part is *modeling* or a demonstration and discussion of the procedures for doing the strategy. During this part, teachers model or ask students to model how to do a particular task. They discuss, demonstrate, and think aloud while modeling. After the teacher has modeled a particular strategy, students have opportunities to practice with guidance and feedback.

Finally, students are asked to reflect on the learning process. They are encouraged to talk about how the strategy worked for them and if they found it to be personally effective.

In the CRISS manual and training session, the introduction of most strategies follows this instructional sequence.

- Explanation, modeling, and reflection

- Support and Extensions

VISION

To create independence through student-owned strategies

Project CRISS ℠

MISSION

To provide a research-based, national support system to educators throughout the curriculum that increases student-centered teaching, independent learning, and student achievement

CRISS

Project

Suite 249
40 Second Street East
Kalispell, MT   59901
(406) 758-6440
criss@projectcriss.com
www.projectcriss.com

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PROGRAM GOALS

◊ TEACHERS PLAN FOR IN-DEPTH LEARNING.

◊ TEACHERS GUIDE AND FACILITATE STUDENT LEARNING.

◊ STUDENTS RELATE NEW KNOWLEDGE TO WHAT THEY ALREADY KNOW OR HAVE EXPERIENCED.

◊ STUDENTS INVOLVE THEMSELVES IN LEARNING THROUGH WRITING, ORGANIZING, AND DISCUSSION.

◊ STUDENTS MONITOR THEIR LEARNING AND KNOW WHAT TO DO WHEN THEY HAVE PROBLEMS WITH COMPREHENSION.

◊ STUDENTS ARE IN CHARGE OF THEIR OWN LEARNING AND KNOW A VARIETY OF STRATEGIES TO MEET DIFFERENT LEARNING TASKS.

CRISS^{SM} Strategic Learning Plan

Enduring Understandings
Process:

Content:

Assessment:

Content (written text, video, lecture, visuals, etc.):

Preparing for Understanding (bringing out and building background knowledge, setting purposes for learning):

Engaging Students with Content and Transforming Information:

"How the Waste Was Won"
CRISS^{SM} Strategic Learning Plan

Enduring Understandings:
❶ *Process:*   To engage students in actively transforming information while listening.
❷ *Content:*   To examine various ways to protect the environment.

Assessment:
Problem-Solution essay

Content (written text, video, lecture, visuals, etc)**:**
Video: "How the Waste Was Won"

Preparing for Understanding:
❶ Anticipation Guide, pp. 90-92
❷ Problem–Solution Notes, pp.130-136

Engaging Students with Content and Transforming Information:
❶ Problem–Solution Notes (modified)
❷ Anticipation Guide revisited
❸ One-Sentence Summaries, pp. 111-113

Reflecting on Content and the Learning Processes:
❶ *Metacognition:* How did you evaluate your comprehension?
❷ *Background Knowledge:* Did I assist you in thinking about what you already knew?
❸ *Purpose Setting:* Did you have clear purposes?
❹ *Active Involvement:* How were you actively engaged?
❺ *Discussion:* How did discussion clarify your thinking?
❻ *Writing:* How did you use writing to help you learn?
❼ *Transformation:* What were the different ways you transformed information? How did this help you?
❽ *Teacher Modeling:* Did I do enough modeling?

Reflecting on Content and the Learning Processes. *Ask your students the following questions:*

➊ *Metacognition:* How did you evaluate your comprehension?

➋ *Background Knowledge:* Did I assist you in thinking about what you already knew?

➌ *Purpose Setting:* Did you have clear purposes?

➍ *Active Involvement:* How were you actively engaged?

➎ *Discussion:* How did discussion clarify your thinking?

➏ *Writing:* How did you use writing to help you learn?

➐ *Transformation:* What were the different ways you transformed information? How did this help you?

➑ *Teacher Modeling:* Did I do enough modeling?

Alphabetical Listing of Project CRISS^{SM} Strategies:

ABC Brainstorming
Anticipation Guide
Carousel Brainstorming
Cause–Effect Two-column
    Notes
Concentric Circle
    Discussion
Concept of Definition Map
Conclusion–Support Notes
Content Frames
Context Clues (Used with
    Vocabulary Words)
Contrast and Compare Chart
Discussion Web
Double-entry Reflective
    Journals
Frayer Model
Free-Write Entries
History–Change Frame
Hypothesis–Evidence
Know–Want to Know–Learn
    Plus (K-W-L Plus)
Magnet Summaries
Main Idea–Detail Notes

Mental Imagery
Mind Streaming
One-sentence Summaries
Pattern Puzzles
Persuasive Paragraph
Picture Notes
Power Thinking
Pre- and Post-reading Maps
Problem Analysis
Problem–Solution–
    Consequences
Problem–Solution Notes
Problem-Solving Organizer
Process Notes
Proposition–Support
Question–Answer
    Relationships (QARs)
Questioning the Author (QtA)
RAFT
Read-and-Say-Something
Read–Recall–Check–
    Summarize
Roles Within Cooperative
    Teams

Selective Underlining or
    Highlighting
Semantic Feature Analysis
Sentence & Word Expansion
Spool Papers
Sticky-note Discussions
Story Plans
Summarizing
Think–Pair–Share
Three-Minute Pause
Triangular Comparison
    Diagram
Twelve-Minute Study
Venn Diagram
Vocabulary Flash Cards
Vocabulary Mapping
Word Combining (Formerly
    Sentence Synthesis)
Word Elaboration (Formerly
    Capsule Vocabulary)
Writing Templates (Formerly
    Framed Paragraphs)
You Ought to Be in Pictures

Name: _____

Grade: _____

Date: _____

STRATEGIES / TECHNIQUES / ACCOMODATIONS

Strategies/Techniques/Accomodations	List/Explain
Additional Time (test/assignments, respond physically to AT requests)	
Reduced # of problems	
Visual Cues (pictorial schedules, Mayer/Johnson boardmaker, photos, lights-on/off)	
Auditory Cues (songs)	
Gesture cues/signs	
Repetitive Activities (predictable schedules)	
Review previously learned skills	
Shorter class periods	
Small groups	
One to One assistance	
Have students repeat rules/instructions	
Frequent positive reinforcement schedule	
Modeling/Rehearsal/ of appropriate behaviors	
Phonetic annunciation of letters (spelling)	
Association skills (short a=apple)	

STRATEGIES / TECHNIQUES / ACCOMODATIONS

Strategies/Techniques/Accomodations	List/Explain
Graph paper for alignment of #'s	
Multiplication charts	
Calculator	
Visual Aids (written prompts, pictures, graphic organizers, pictorial schedules, maps, manipulators)	
Adapted materials (adapt stamps, alternative writing materials, bikes, computer, AT, books w/adapted page turners)	
Augmentative devices (touch window, switches)	
Assisitive Technology (Big Mack, 2-Plate, 3-4 Plate, switch step by step, touch screen computer)	
Parent contact on a regular basis (daily book, phone)	
Alternate response modes	
Manipulatives to demonstrate content	
Advance organizers (Board Maker, social stories)	
Computer based instructions (high interest materials)	
Peer tutoring	
Work Environment (work-break routine, preferenital seating	

STANDARD ACCOMODATIONS

The following accommodations may be necessary for this student to be successful in the classroom:

- Examination and quizzes may be given orally.

- Reading assignments should be presented on cassette tapes.

- Reversals and transpositions of letters and numbers should not be marked wrong. Instead, reversals or transpositions should be pointed out for correction.

- Recognize and give credit for student's oral participation in class.

- Provide extra test time.

- Provide extra assignment time.

- Student should be allowed and encouraged to tape classroom lectures or discussions.

- Provide class notes for student.

- Utilize peer tutoring, whenever possible.

- Avoid placing the student under pressure of time or competition.

- Accept homework papers typed by the student.

- Accept homework papers dictated by him/her and recorded by someone else, if need be.

- Quietly repeat directions to him/her after they have been given to the class; then have him/her repeat and explain directions to you.

- Do not return handwritten work to be copied over; paper is often not improved and the student feels increased frustration.

- Let him/her dictate themes or answers to questions on a cassette tape.

- Accompany oral directions with written directions for student to refer to (on chalkboard or paper).

- Preferential or proximity seating may be of assistance.

- Special textbook accommodation is needed (i.e. typed, large print)

- Teacher aide

- Other _____

STUDENT _____ DOB ___ - ___ - ___   DATE ___ - ___ - ___

The following adaptations are appropriate and necessary for this student. Check all that apply.

Pacing
___ Extend time requirements
___ Vary activity often
___ Allow breaks
___ Omit assignments requiring copy in timed situation
___ School texts sent home for summer preview
___ Home set of texts/materials for preview/review
___ Other _____

Environment
___ Preferential seating
___ Planned seating: ___ Bus ___ Classroom ___ Lunchroom
         ___ Auditorium
___ Alter physical room arrangement
___ Define areas concretely
___ Reduce/minimize distractions:
         ___ Visual   ___ Auditory
         ___ Spatial   ___ Movement
___ Teach positive rules for use of space
___ Other: _____

Presentation of Subject Matter
___ Teach to student's learning style
         ___ Visual   ___ Auditory
         ___ Tactile   ___ Multi
         ___ Model   ___ Experential Learning
___ Individual/small group instruction
___ Tape lectures/discussion for replay
___ Provide notes
___ Functional application of academic skills
___ Present demonstrations (model)
___ Utililize manipulative
___ Emphasize critical information
___ Pre-teach vocabulary
___ Make/use vocabulary files
___ Reduce language level or reading level of assignment
___ Use cooperative learning
___ Use peer buddies or tutors
___ Other: _____

Materials
___ Arrangement of material on page
___ Taped texts and/or other class materials
___ Highlighted texts/study guides
___ Use supplementary materials
___ Notetaking assistance : carbonless or xerox copy of notes
    of classmate
___ Type teacher material
___ Large print
___ Special Equipment: _____
         ___ Electric typewriter   ___ AAC device
         ___ Calculator   ___ electronic
         ___ Computer   ___ homemade
         ___ Video recorder   ___ Tel. adaptations
         ___ Other:_____   ___ Tape recorder

Assignments
___ Give directions in small, distinct steps
    (written/picture/verbal)
___ Use written backup for oral directions

___ Decrease difficulty level
___ Shorten assignment
___ Reduce pencil and paper tasks
___ Read or tape record directions to student
___ Give extra cues or prompts
___ Allow student to record or type assignment
___ Adapt worksheets, workbooks
___ Utilize compensatory procedures by providing alternate
    assignment/strategy when demands of class conflict
    with student capabilities
___ Avoid penalizing for spelling errors/sloppy papers/
    penmanship
___ Other: _____

Self Management/Follow Through
___ Visual daily schedule
___ Calendars
___ Check often for understanding/review
___ Request parent reinforcement
___ Have student repeat directions
___ Teach study skills
___ Use study sheets to organize material
___ Design/write/use long term assignment timelines
___ Review and practice in real situations
___ Plan for generalization
___ Teach skill in several settings/environment
___ Other: _____

Testing Adaptations
___ Oral   ___ Short answer
___ Taped   ___ Multiple Choice
___ Read test to student   ___ Modify format
___ Preview language   ___ Shorten length
    of test questions   ___ Allow demonstration of knowledge
___ Test administered by resource person
___ Extend time frame
___ Other: _____

Social Interaction Supports
___ Peer buddies
___ Peer tutoring
___ Structure activities to create opportunities for social
    interaction
___ Focus on social process rather than activity/end product
___ Structured, shared experiences in school, extracurricular
___ Partial participation
___ Cooperative learning groups
___ Use multiple/rotating peers
___ Teach friendship skills/sharing/negotiation
___ Teach social communication skills
         ___ Greetings   ___ Conversation
                                 turntaking
         ___ Sharing   ___ Negotiation
___ Other: _____

Motivation and Reinforcement
___ Verbal
___ Non-verbal
___ Positive reinforcement
___ Concrete reinforcement, e.g. _____
___ Planned motivating sequences of activities
___ Reinforce initiation
___ Offer choice
___ Use strength/interests often
___ Other: _____

Summary of Major Provisions of the

Individuals with Disabilities Education Act of 2004

The Individuals with Disabilities Education Act (IDEA) was last reauthorized in 1997. We have since learned a great deal more about what it takes to make IDEA work. What it takes to better educate and measure progress of students with disabilities. What it takes to make sure schools are doing their part to see every child succeed. What it takes to make sure parents are involved in their child's education and have a voice in the decisions that affect their child's learning.

The Individuals with Disabilities Education Act of 2004 will modernize and improve the IDEA for students with disabilities, their parents, teachers and other school personnel, and school districts by:

1)   Doing What It Takes To Improve Accountability for Educating Students with Disabilities:

- Emphasizes the goal of improving academic achievement and functional performance within a child's individualized education program (IEP).

- Ensures that States include students with disabilities who take alternate assessments in their State No Child Left Behind Act accountability systems.

- Provides for a national study of valid and reliable alternate assessment systems and how alternate assessments align with state content standards.

- Ensures that local educational agencies measure the performance of students with disabilities on State or district-wide assessments, including alternate assessments aligned to the State's academic content standards or extended standards.

- Requires that, to the extent possible, all alternate assessments utilized incorporate universal design principles.

- Requires states to report, with the same frequency they report on assessments of non-disabled students, the number of children with disabilities participating in both regular and alternate assessments and the results of these assessments.

- Improves data collection, including requiring the disaggregating of suspension and
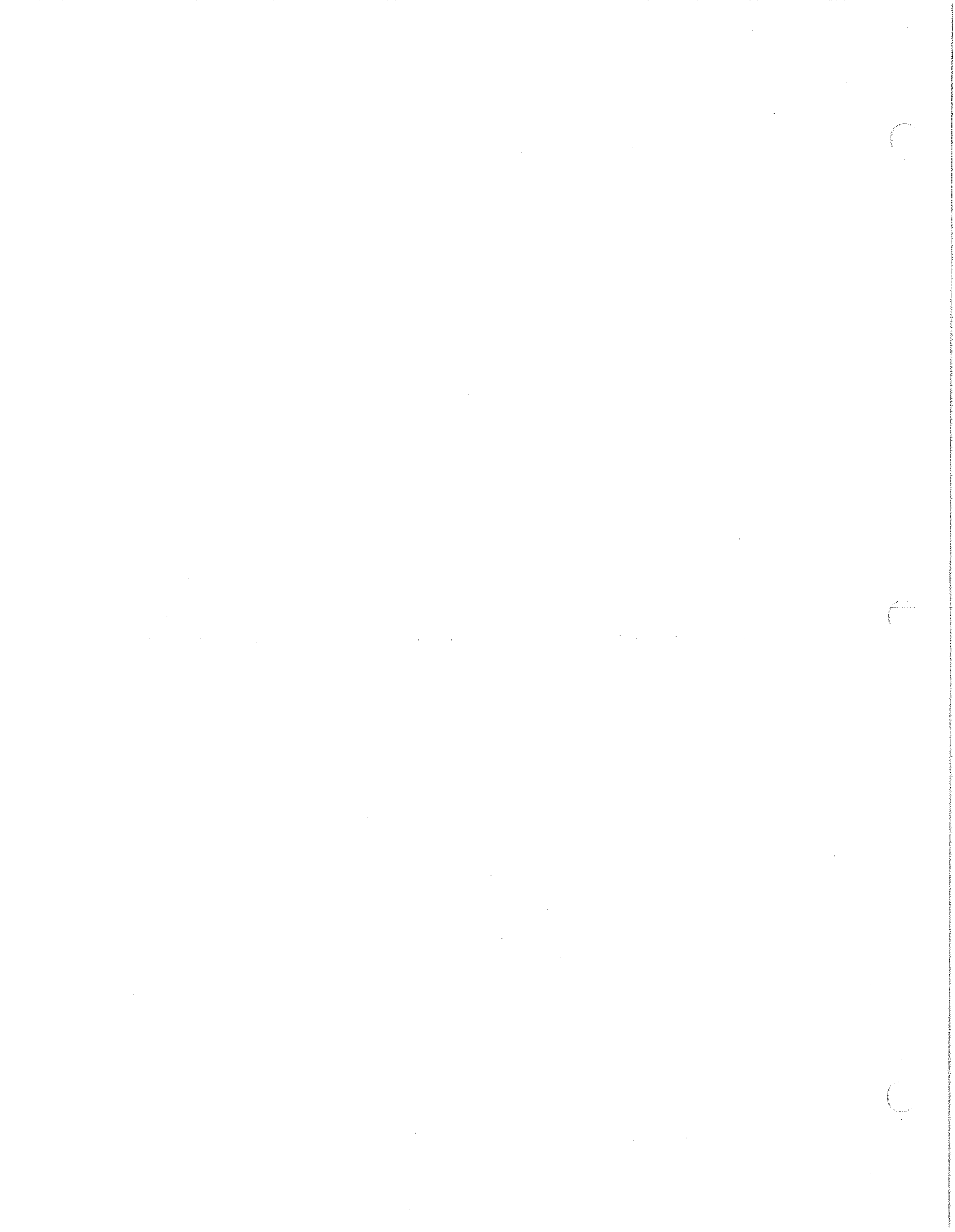
expulsion data by race, along with the requirement that graduation rates of students with disabilities be cataloged along with drop-out rates for students with disabilities – painting a more accurate picture of student achievement.

- Clarifies the IEP team's role in determining whether a child with a disability should take regular assessments with or without accommodations, or alternate assessments, consistent with State standards governing such determinations.

- Requires states to adopt policies and procedures, if they don't have any currently, to prevent the disproportionate representation by race or ethnicity of students in special education.

- Requires states who use funds for early intervening purposes to catalog the number of children served and how many of these students went on to special education.

Doing What It Takes to Expand Services to Students with Disabilities:

- Expands definition of related services to be provided to students with disabilities to include school nurse services and interpreting services, in addition to current law services including speech-language, physical and occupational therapy, and psychological services.

- Improves services for homeless and foster care students with disabilities who frequently transfer from one school to another during a year, including clarifying the consent process when a parent or guardian is absent.

- Provides for the establishment of a National Instructional Materials Access Center to provide schools with a streamlined way to obtain instructional materials for blind or visually impaired students and eliminate the lengthy delay in obtaining textbooks these students typically experience

- Requires early intervention services provided to children age 0-3 with a developmental delay in their physical, cognitive, communication, social or emotional or adaptive development.

- Increases the focus of early intervention services on achieving school readiness, by incorporating science-based pre-literacy, language, and numeric skills work.

- Requires states to set a rigorous developmental delay standard that triggers eligibility for early intervention services in every state, including a new mandate to serve infants who are abused, neglected, drug-exposed or exposed to violence.

2) Doing What It Takes To Implement, Monitor, and Enforce the Act:

- Provides the Secretary and the States with greater authority and new tools to implement, monitor, and enforce the law using performance data.
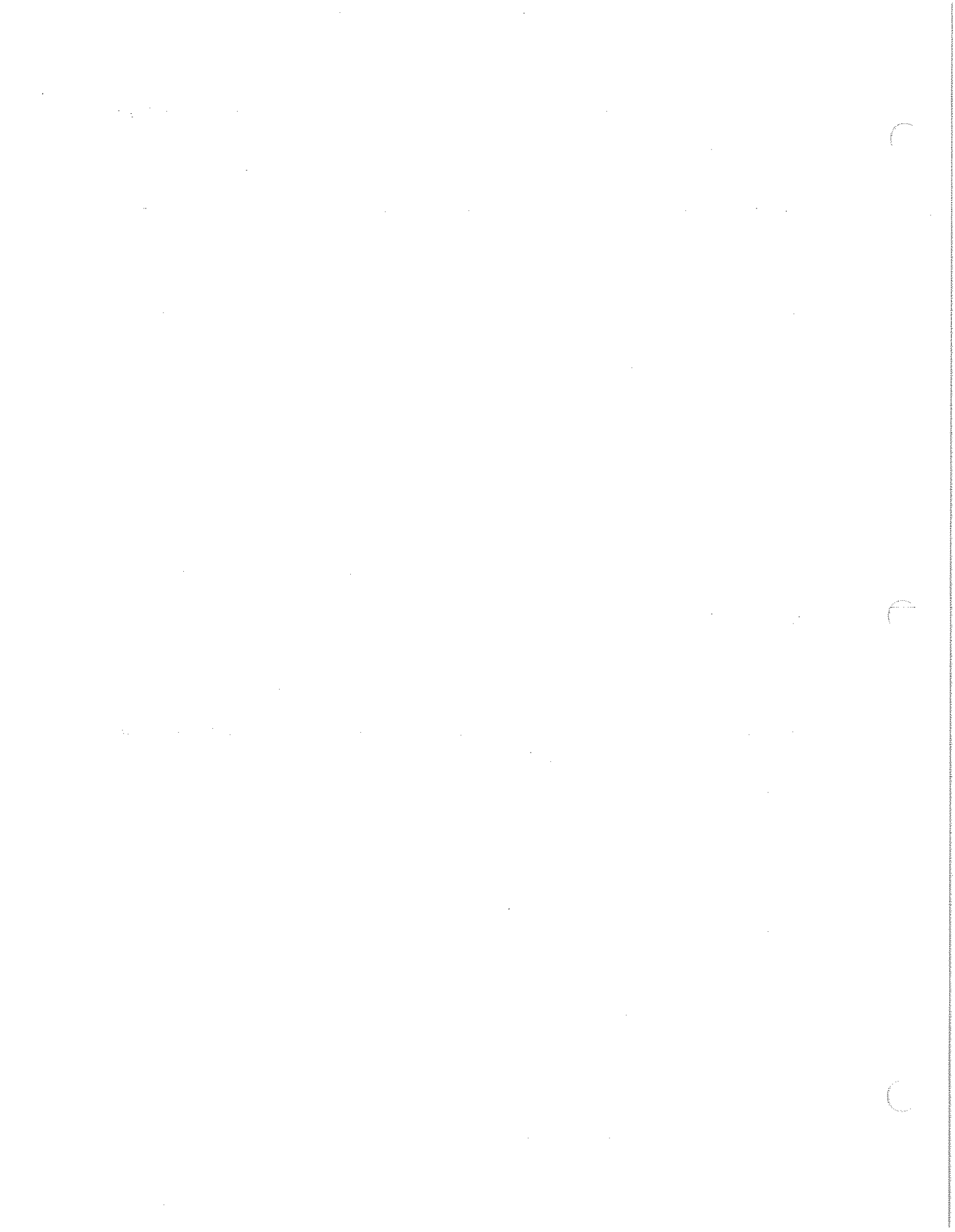
- Requires States to develop a plan, establish targets and meet them in the delivery of a free appropriate education, general supervision, transition services, and disproportionate representation of minorities.

- Requires the Secretary to apply appropriate sanctions to States if they fail to address non-compliance with their State plan, including technical assistance, redirection of funds, redaction of funds, withholding of funds, or referral to the Department of Justice of Office of the Inspector General, among other options.

- Ensures that State regulations are consistent with the Act and that any additional State-imposed reporting requirements are clearly identified to Local Education Agencies and the Secretary.

3) Doing What It Takes To Improve and Simplify Parental Involvement:

- Provides flexibility for parents and schools by allowing them to agree to make minor changes to a child's IEP during the school year without reconvening the IEP team, and encouraging the consolidation of IEP and reevaluation meetings.

- Provides parents with greater opportunities for involvement in IEP meetings by allowing the use of teleconferencing, video conferencing, and other alternative means of participation.

- Clarifies that either the parent or the school may request an initial evaluation of a child to determine whether the child qualifies for IDEA services.

- Requires quarterly reports to parents on the progress their child is making toward meeting IEP goals and how that progress is being measured, and short-term objectives for students with significant disabilities.

- Encourages parent and community training information centers (PTIs) to focus on improving parent-school collaboration and early, effective dispute resolution.

- Encourages PTIs to use scientifically-based practices and information in assisting parents, and to work collaboratively with Regional Resources Centers.

- Provides increased resources to support parents through dispute resolution and due process.

4)   Doing What It Takes To Support Teachers, Principals and Other School Personnel:

- Enhances the preparation, professional development, and support for special educators, principals, administrators, and general educators working with children
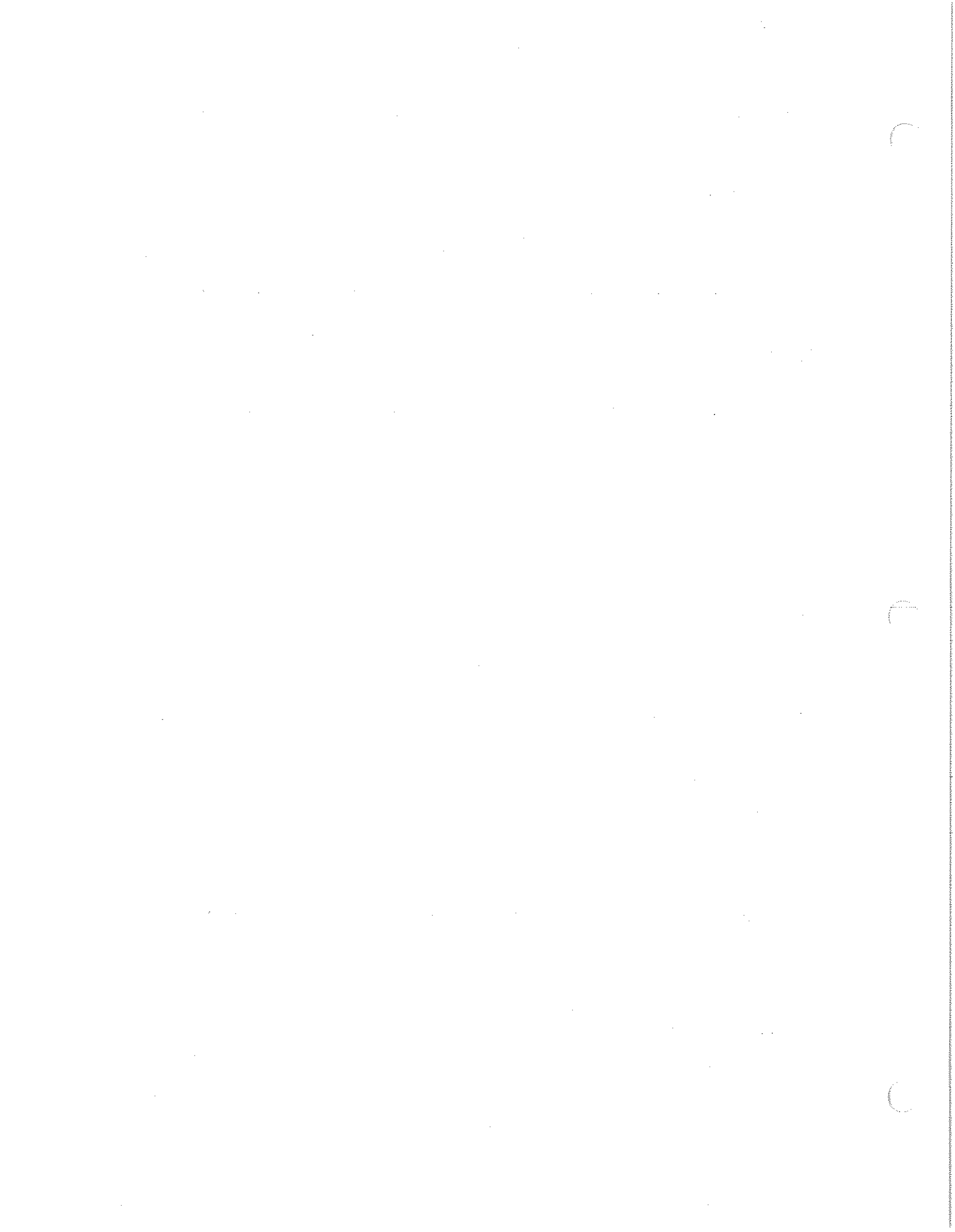
with disabilities to ensure that these educators possess the necessary skills and knowledge to provide instruction to students with disabilities, including by creating a new program grant for institutions of higher education focused exclusively on training beginning special educators through an extended clinical experience or teacher-faculty partnerships.

- State Improvement Grant program is renamed State Personnel Development Grant program, under which states are required to target 100% of the funding for personnel preparation and professional development activities with an increased emphasis on States' efforts to recruit, prepare, and retain highly qualified special education teachers.

- State educational agencies are required to formulate a comprehensive plan that identifies and addresses the State's personnel needs in order to receive a State Personnel Development Grant.

- Promotes training for teachers and other school personnel on the unique needs of students with limited English proficient students and their parents, and how to prevent overrepresentation of these students in special education.

- Authorizes local educational agencies to flexibly use Part B funds to provide professional development for teachers to enable them to deliver scientifically based academic instruction and behavioral interventions and provide them with functional training.

- Allows States to use state-activities funds to assist local educational agencies in meeting personnel shortages, and provide technical assistance and professional development to teachers.

- Clearly defines a highly-qualified special education teacher to require that all special education teachers obtain a bachelors degree, be state certified as a special education teacher, and demonstrate subject knowledge.

5)   **Doing What It Takes To Increase Transition Services for Students Leaving School:**

- Simplifies the rules for transition services (activities that help a student begin planning for life after high school) by requiring that transition services and planning begin at age 16.

- Strengthens the involvement of the Vocational Rehabilitation system with students while still in secondary school.

- Facilitates transition to post-secondary activities by focusing exit evaluations on recommendations to assist the child in meeting post-secondary goals, and providing students with a summary of their academic achievement to present to employers or post-secondary schools.

- Maintains a focus on transition services throughout personnel preparation programs.
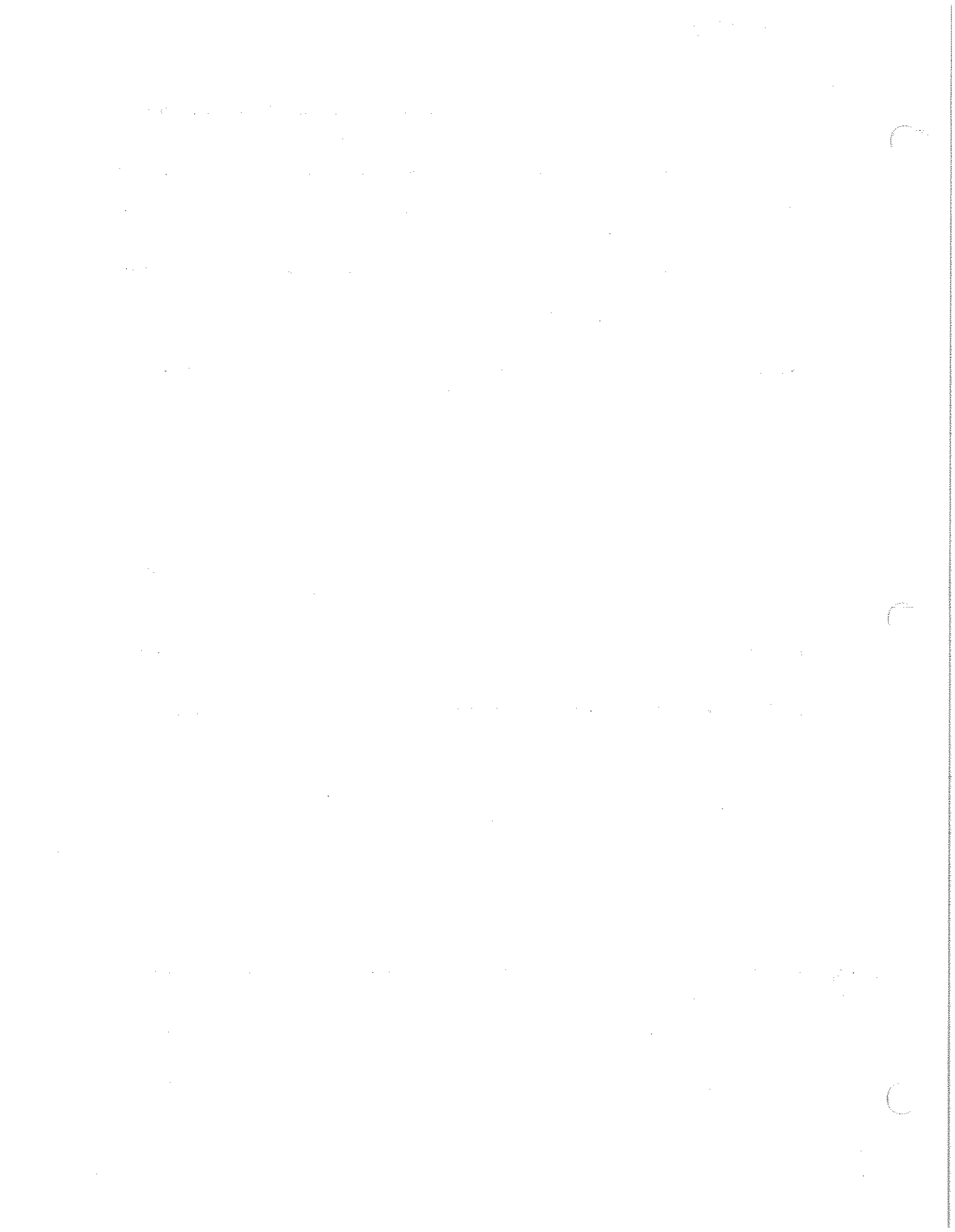
- Redefines transition services to focus not just on the academic achievement of a student but also the functional development of the child.

- Provides for the option of a seamless system of early intervention and care for children by giving states the option of creating a system of care for children from birth through kindergarten and giving incentives to states to do so, while preserving a child's right to a free appropriate education under Part B when they reach age three.

- Requires the IEP Team to consider the IFSP when crafting a student's IEP as they transition from early intervention and care services to elementary school services.

**6)   Doing What It Takes To Provide Earlier Access to Services and Supports:**

- Authorizes local educational agencies to use up to 15% of IDEA funds for the development of a comprehensive educational support system to support students without disabilities in grades K-12 who require additional academic and behavioral supports to succeed in a general education environment.

- Allows for the development of new approaches to determine whether students have specific learning disabilities by clarifying that schools are not limited to using the IQ-achievement discrepancy model.

- Requires that initial evaluations for IDEA services occur within 60 days of referral unless the state has a policy that establishes a timeline for evaluation.

- Maintains the state option to provide behavioral supports to a student when their behavior impairs their learning or the learning of another student.

- Provides an option for 15 states to develop a 3-year IEP for children with disabilities to focus parents and schools on long-term goals for helping the student transition to postsecondary activities.

7)   Doing What It Takes To Improve and Streamline Discipline Procedures:

Improves current discipline provisions by simplifying the framework for schools to administer the law, while ensuring the rights and the safety of all children.

- Requires schools to determine if a child's behavior was caused by or related to their disability or because of poor implementation of their IEP.

Requires that schools conduct a functional behavioral assessment and provide functional behavioral services to students who are removed from their current educational setting for more than 10 days.
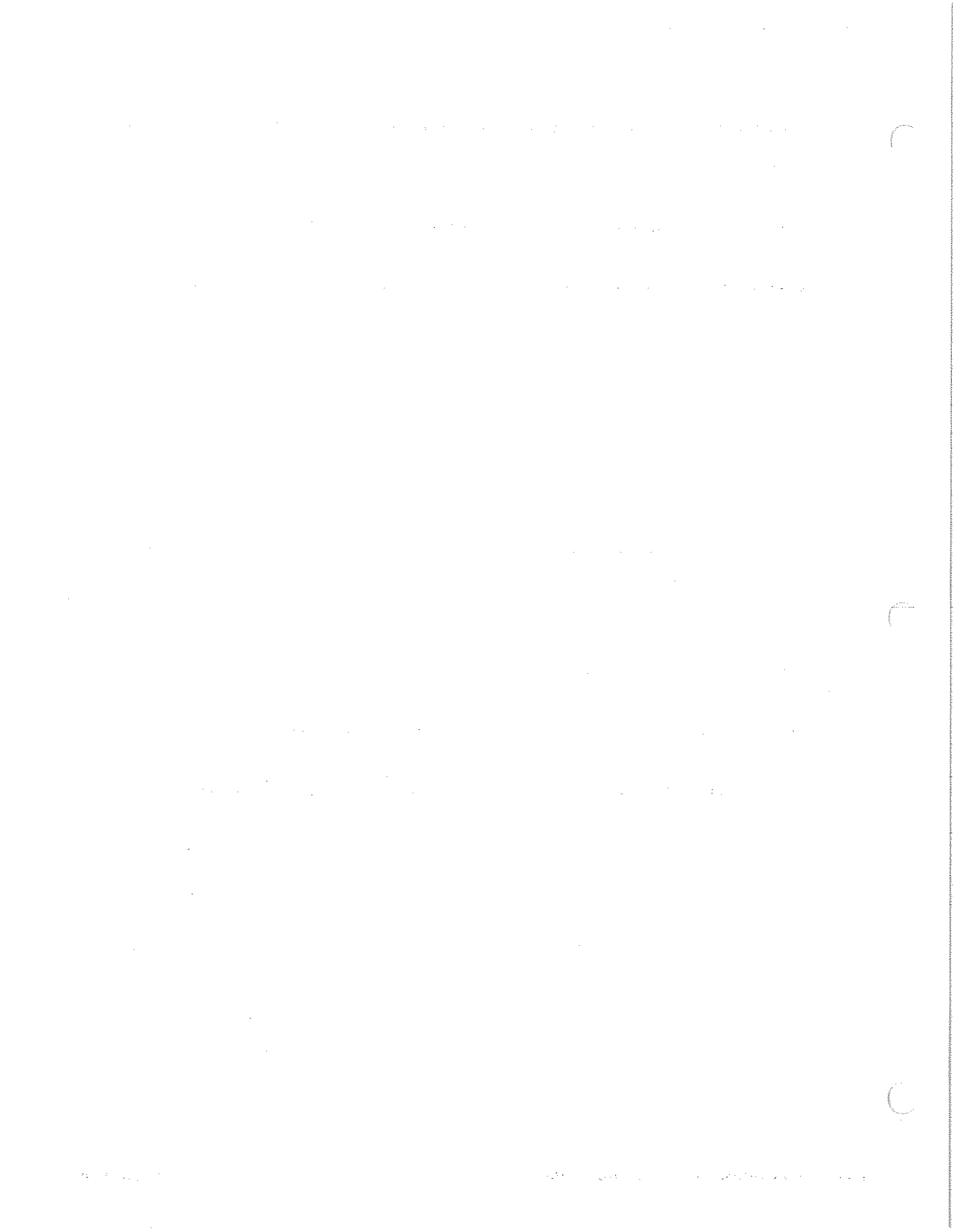
Requires that schools continue providing services that enable students who are removed from their current educational setting to participate in the general curriculum and meet their IEP goals in appropriate alternate settings.

- Authorizes a new program to develop and enhance behavioral supports in schools while improving the quality of interim alternative education settings.

- Requires the Secretary to disseminate best practices for interim alternative educational settings, behavior supports, and systemic school interventions to help children with behavioral and emotional disabilities.

8)   **Doing What It Takes To Provide New Tools to Resolve Disputes:**

- Clarifies current law allowing schools discretion to not suspend a student for a violation of the student code, if it is determined the student was unknowingly involved in the violation.

- Clarifies that schools and parents have equal access to the due process system.

- Requires a Local Educational Agency to send a prior written notice to a parent, if they haven't already done so, after a parent has filed a due process complaint.

- Provides new opportunities for parents and schools to address concerns before the need for a due process hearing.

- Clarifies that parents and schools must provide detailed information, including specific facts, about their complaints, in order so both parties can more clearly understand the issues and to facilitate earlier and more effective resolution of disputes.

- Requires relevant members of the IEP team, with knowledge of the issues, to   be present at any dispute process.

- Ensures that both parents and schools can adequately prepare for due process hearings by not allowing either party to raise new issues at the due process hearing that were not included in their due process complaint notice, unless the other party agrees.

- Encourages parents and schools to address concerns promptly by establishing a two-year timeline for requesting a hearing, and a 90-day limit for filing appeals to court, unless State law provides for a different time frame.

- Requires that hearing officers make decisions based not on procedural violations alone, but also upon whether or not the child received a free and appropriate public education.

- Requires IDEA hearing officers to understand and be knowledgeable of IDEA and that hearing officers may not have a personal or professional interest that would conflict with their objectivity in the hearing.

● Strengthens accountability by clarifying that hearing officer decisions, as well as agreements made through dispute resolution, are enforceable.

9) Doing What It Takes To Reduce Unnecessary Paperwork:

● Streamlines State and local requirements to ensure that paperwork focuses on improved educational results for children with disabilities.

● Requires the Secretary to develop model forms for the IEP, prior written notice, and procedural safeguards notice.

● Requires that a copy of procedural safeguards be given to parents at least once a year, but also when a child is initially referred for services or at a parents request for an evaluation, when a parent first enters a complaint, or upon request by a parent.

● Establishes a 15-state demonstration program that gives the Secretary of Education the authority to allow 15 states to implement novel approaches to reducing paperwork requirements, while preserving full civil rights protections for students in these states

10) Doing What It Takes To Reform Special Education Finance and Funding and Increase Local Flexibility:

● Simplifies funding streams for IDEA Part B Grants to States and local educational agencies, including funding for state administration, other state-level activities, local educational agency and charter school risk pool funds, and local educational agency grants.

● Provides new resources to assist local educational agencies and charter schools that are local educational agencies in addressing the needs of high-need and high-cost students by establishing a risk pool fund to assist in meeting the needs of these students.

● Establishes an authorization of appropriations for IDEA that re-commits Congress to providing states with the full 40% federal share of special education costs by the year 2011.

● Adjusts the maximum grant funding formula for each state each year to reflect population and poverty changes.

● For state administration, allows a state to reserve the same amount as their 2004 level, or $800,000, adjusted for inflation each year.

● For state-level activities, allows a state to reserve 10% of their total grant for 2005 and 2006, and then adjusted for inflation each year after. Small states would be allowed to reserve 10.5% in 2005 and 2006, and also adjust for inflation each following year.
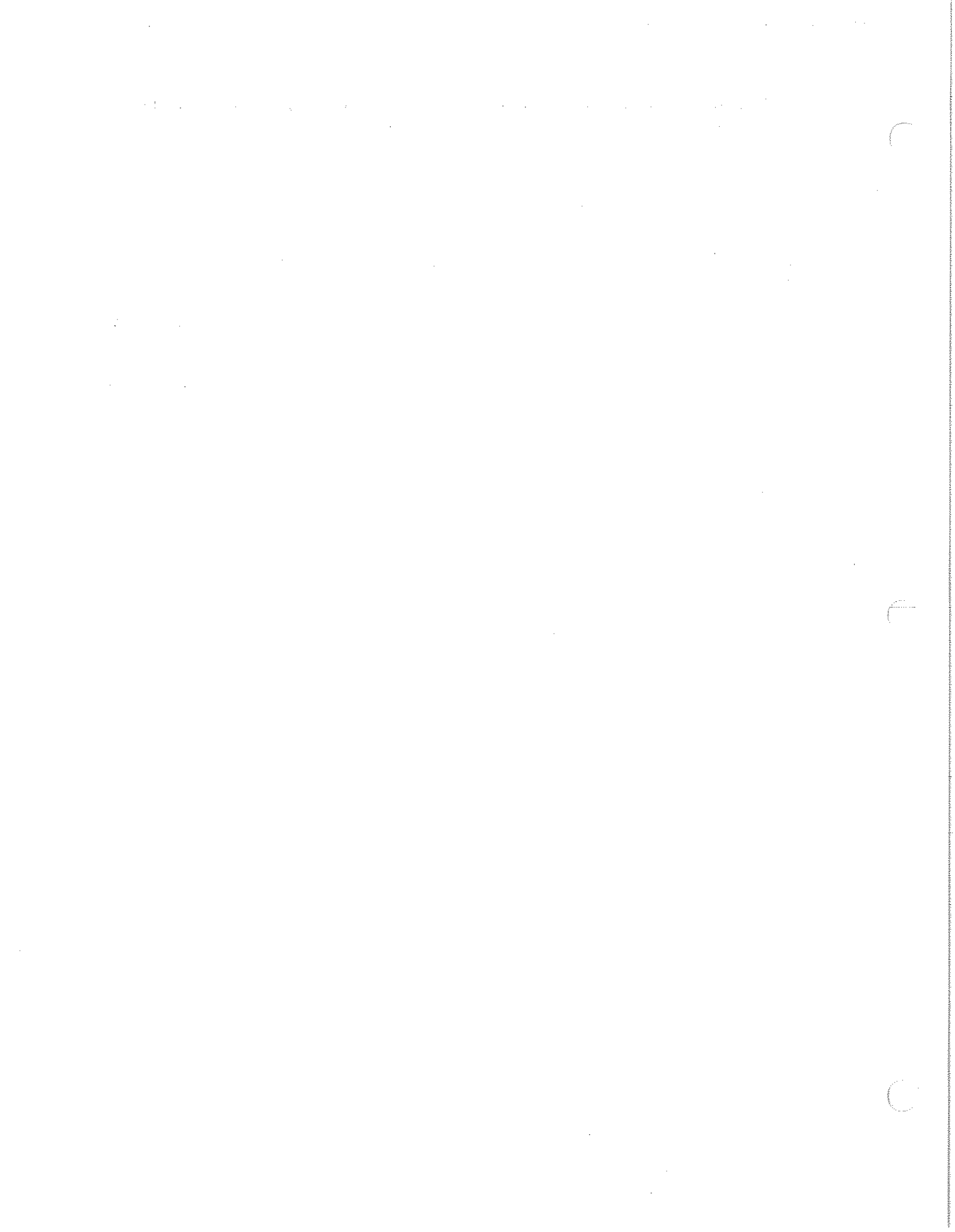
- Allows a state to reserve 10% of their state-level funds to help local districts with costs for high need and high-cost students. If a state doesn't take advantage of this option, the amount they would be able to reserve for state-level activities would decrease.

- Allows local schools that are in compliance with the IDEA to use up to 50% of annual increases for activities authorized under ESEA.

- Local education agencies will be able to use 15% of their IDEA funds to provide services and supports for non-disabled students having difficulty academically or behaviorally.

- States that provide 100% of the non-federal share of the cost of special education, will be able to use up to 50% of annual increases for activities authorized under ESEA.

- In early intervention for kids 0-5, allows states the flexibility to use funds to create a seamless system of early intervention from birth through kindergarten.

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