

# Illinois Learning Standards: State Goal in Language Arts #1 and 100 Book Challenge®

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## 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 widely build a strong foundation for learning in all areas of life.”

100 Book Challenge provides students access to thousands of books, matched to students' individual levels of appropriate challenge. Through daily teacher modeling, guided practice, and coached independent practice 100 Book Challenge students learn to use a wide variety of strategies for constructing meaning before, during, and after reading.

100 Book Challenge students read voraciously, widely, and fluently to help build strong foundations for future learning.

The chart below outlines the numerous, direct, and productive connections between Illinois State Goal #1 in Language Arts and 100 Book Challenge®. For each of three sub-goals (A, B, and C, below), the state enumerates examples of what students should be able to do at each of five levels of schooling (early elementary, late elementary, middle/junior high school, early high school, late high school). For each of the sub-goals here, just a few of these examples are listed, along with a description of how 100 Book Challenge addresses those needs. Although only a few examples are noted below, 100 Book Challenge helps provide the learning structures and opportunities for meaningful practice that support mastery of the full range of required applications.

## Illinois State Goal Components

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### A. Apply word analysis and vocabulary skills to comprehend selections.

#### For example:

**1.A.1a** Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.

**1.A.3b** Analyze the meaning of words and phrases in their context.

**1.A.4a** Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.

**1.A.5b** Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.

From kindergarten through 12th grade, 100 Book Challenge students practice and learn age-appropriate word analysis and vocabulary skills. The 100 Book Challenge leveling system and Skills Cards tell students, teachers, and parents the specific word analysis and vocabulary skills required at each reading level. From phonics and word patterns in early elementary grades, to analysis of word meanings in context in middle school, to analyzing the meaning of abstract concepts in late high school, 100 Book Challenge students, and teachers are provided the learning structures and opportunities for meaningful practice to support mastery of the full range of word analysis and vocabulary skills.

### B. Apply reading strategies to improve understanding and fluency.

#### For example:

**1.B.1a** Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.

**1.B.3c** Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings).

**1.B.4b** Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.

**1.B.5d** Read age-appropriate material with fluency and accuracy.

Every day in 100 Book Challenge Readers' Workshops, students develop increasing levels of understanding and fluency by applying reading strategies in books matched to each student's individual reading level. Each of the specific skills required of students, e.g., continuously check and clarify for understanding, can be addressed effectively by being the focus of teacher modeling, teacher mini-lessons, students' independent practice in self-selected, fluency-level books, one-on-one teacher-student conferences and small and large group discussions.

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**C. Comprehend a broad range of reading materials.**

**For example:**

**1.C.1a** Use information to form questions and verify predictions.

**1.C.3c** Compare, contrast, and evaluate ideas, and information from various sources and genres.

**1.C.4d** Summarize and make generalizations from content and relate them to the purpose of the material.

**1.C.5e** Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).

100 Book Challenge students are provided access to a broad range of reading materials: multicultural texts, fiction, and nonfiction, multiple genres. Extensive reading across varieties of texts is encouraged and celebrated. Application of comprehension strategies within a wide spectrum of reading materials and comparison formation between and among texts are supported in daily Readers' Workshops.