

Welcome to the Advanced Research & Public Speaking Workshop! As students progress through elementary school, a profound shift occurs: they move from learning the mechanics of language to using language as a powerful tool for academic leadership. Our classroom is a professional, highly engaging workshop where students transform into articulate researchers, critical thinkers, and commanding public speakers.

Our comprehensive curriculum is meticulously aligned with the Illinois Learning Standards for 3rd and 4th Grade English Language Arts, focusing heavily on Informational Text (RI), Writing (W), and Speaking & Listening (SL) domains. In our community, families expect an exceptional academic foundation that prepares students for upper elementary excellence and standardized writing tasks. This course is designed to meet those high expectations, giving your child the structural tools and confidence to analyze complex real-world topics and present their findings with absolute authority.

To achieve these advanced outcomes within our weekly schedule, this course operates with an academic expectations model. Some weeks will require independent homework to be completed and prepared before the next class session. This independent work ensures students come to the workshop ready to participate in peer reviews, vocal practice, and collaborative research analysis.

Research & Analysis: Mastering Complex Informational Texts

In this course, we step away from fiction to focus entirely on non-fiction—the foundation of science, social studies, and advanced academics. To prepare students for rigorous text analysis, our curriculum targets key literacy benchmarks:

- **Multi-Source Textual Evidence (ILS.RI.3-4.1):** Students will learn to conduct guided research using multiple high-quality texts, articles, and diagrams. They will practice reading closely, taking structured notes, and explicitly citing evidence to support their conclusions.
- **Main Idea & Text Structure (ILS.RI.3-4.2-5):** Your child will master identifying the main idea and explaining how key details support it. We will analyze how informational authors structure their writing—such as chronology, comparison, or cause-and-effect—allowing students to navigate complex academic texts with ease.
- **Synthesizing Information (ILS.RI.3-4.9):** Students will learn the advanced skill of integrating information from two different texts on the same topic, combining facts to write and speak about the subject knowledgeably.

Composition & Rhetoric: Structural Writing to Public Speaking

Excellent research must be paired with exceptional communication. We teach students how to organize complex data into logical written reports, which then serve as the scripts for their formal presentations:

- **Informational Writing Architecture (ILS.W.3-4.2):** Writers will learn to introduce a topic clearly, group related information into formal, distinct paragraphs, and develop their points using precise facts, definitions, and concrete details. We place a heavy emphasis on advanced linking words (e.g., *consequently*, *furthermore*, *in contrast*) and clear concluding statements.
- **Language Mechanics & Precision (ILS.L.3-4.1-3):** A professional presentation requires command of standard English language mechanics. We reinforce sophisticated sentence variety, correct usage of progressive verb tenses, precise punctuation, and advanced academic vocabulary appropriate for public delivery.
- **Public Speaking & Presentation Delivery (ILS.SL.3-4.4-6):** Writing the report is only half the journey. Students will learn the mechanics of effective public speaking: pacing, vocal projection, eye contact, and posture. They will practice reporting on a topic with a logical sequence of ideas, speaking clearly at an understandable pace, and using digital or visual aids to enhance their presentations.

This workshop bridges the gap between raw information and polished leadership skills. By the conclusion of the course, your child will have shifted from a passive consumer of information to an active presenter of knowledge. We are looking forward to a semester of high-level discussions, rigorous research, and incredible growth.

Warmly,

Brenda Haugg, [M.Ed.](#)
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