

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.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.	1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.
1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	1.A.3b Analyze the meaning of words and phrases in their context.	1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.	1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.

B. Apply reading strategies to improve understanding and fluency.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.	1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.	1.B.5a Relate reading to prior knowledge and experience and make connections to related information.
1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.
1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , clarify terminology, seek additional information).	1.B.3c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , draw comparisons to other readings).	1.B.4c Read age-appropriate material with fluency and accuracy.	1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.
1.B.1d Read age-appropriate material aloud with fluency and accuracy.	1.B.2d Read age-appropriate material aloud with fluency and accuracy.	1.B.3d Read age-appropriate material with fluency and accuracy.		1.B.5d Read age-appropriate material with fluency and accuracy.

C. Comprehend a broad range of reading materials.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.C.1a Use information to form questions and verify predictions.	1.C.2a Use information to form and refine questions and predictions.	1.C.3a Use information to form, explain and support questions and predictions.	1.C.4a Use questions and predictions to guide reading.	1.C.5a Use questions and predictions to guide reading across complex materials.
1.C.1b Identify important themes and topics.	1.C.2b Make and support inferences and form interpretations about main themes and topics.	1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.	1.C.4b Explain and justify an interpretation of a text.	1.C.5b Analyze and defend an interpretation of text.
1.C.1c Make comparisons across reading selections.	1.C.2c Compare and contrast the content and organization of selections.	1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.	1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	1.C.5c Critically evaluate information from multiple sources.
1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).	1.C.2d Summarize and make generalizations from content and relate to purpose of material.	1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.	1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.	1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.
1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).
1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.	1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.	1.C.3f Interpret tables that display textual information and data in visual formats.	1.C.4f Interpret tables, graphs and maps in conjunction with related text.	1.C.5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.

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.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.	2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.	2.A.3a Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.	2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).
2.A.1b Classify literary works as fiction or nonfiction.	2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.	2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, conflict and their influence on the effectiveness of the literary piece.	2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.
2.A.1c Describe differences between prose and poetry.	2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).	2.A.3c Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).	2.A.4c Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.	2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.
		2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.	2.A.4d Describe the influence of the author's language structure and word choice to convey the author's viewpoint.	2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.

B. Read and interpret a variety of literary works.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.	2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.	2.B.3a Respond to literary material from personal, creative and critical points of view.	2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials.	2.B.5a Analyze and express an interpretation of a literary work.
2.B.1b Identify common themes in literature from a variety of eras.	2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.	2.B.3b Compare and contrast common literary themes across various societies and eras.	2.B.4b Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.	2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.
2.B.1c Relate character, setting and plot to real-life situations.	2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.	2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.	

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 communications. 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 rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.	3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.	3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.	3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).	3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).	3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.
3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).	3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.	3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.	3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.	

	3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.		3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.	
	3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.			

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.	3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).	3.C.3a Compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i> , literature reviews, instructions, news articles, correspondence) for a specified audience.	3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).	3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.
3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.	3.C.2b Produce and format compositions for specified audiences using available technology.	3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.	3.C.4b Using available technology, produce compositions and multimedia works for specified audiences.	3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).

STATE GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

A. Listen effectively in formal and informal situations.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.
4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.	4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.	4.A.3b Compare a speaker's verbal and nonverbal messages.	4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).	4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.
4.A.1c Follow oral instructions accurately.	4.A.2c Restate and carry out a variety of oral instructions.	4.A.3c Restate and carry out multistep oral instructions.	4.A.4c Follow complex oral instructions.	
4.A.1d Use visually oriented and auditorily based media.		4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	4.A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).	

B. Speak effectively using language appropriate to the situation and audience.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.	4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.	4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.
4.B.1b Participate in discussions around a common topic.	4.B.2b Use speaking skills and procedures to participate in group discussions.	4.B.3b Design and produce reports and multi-media compositions that represent group projects.	4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.	4.B.5b Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.
	4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).	4.B.3c Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).	4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).	4.B.5c Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).
	4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.	4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.	4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.	4.B.5d Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
5.A.1a Identify questions and gather information.	5.A.2a Formulate questions and construct a basic research plan.	5.A.3a Identify appropriate resources to solve problems or answer questions through research.	5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).	5.A.5a Develop a research plan using multiple forms of data.
5.A.1b Locate information using a variety of resources.	5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs).	5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.	5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.

B. Analyze and evaluate information acquired from various sources.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
5.B.1a Select and organize information from various sources for a specific purpose.	5.B.2a Determine the accuracy, currency and reliability of materials from various sources.	5.B.3a Choose and analyze information sources for individual, academic and functional purposes.	5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.	5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.
5.B.1b Cite sources used.	5.B.2b Cite sources used.	5.B.3b Identify, evaluate and cite primary sources.	5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals.	5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.

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

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
5.C.1a Write letters, reports and stories based on acquired information.	5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.	5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.	5.C.5a Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.
5.C.1b Use print, nonprint, human and technological resources to acquire and use information.	5.C.2b Prepare and deliver oral presentations based on inquiry or research.	5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology.	5.C.5b Support and defend a thesis statement using various references including media and electronic resources.
		5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	5.C.4c Prepare for and participate in formal debates.	