

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 5: Use the language arts to acquire, assess and communicate information.				
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.				
5.A.1a Identify questions and gather information.				
5.A.1b Locate information using a variety of resources.				
B. Analyze and evaluate information acquired from various sources.				
5.B.1a Select and organize information from various sources for a specific purpose.				
5.B.1b Cite sources used.				
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.				
5.C.1a Write letters, reports and stories based on acquired information.				
5.C.1b Use print, nonprint, human and technological resources to acquire and use information.				

ENGLISH LANGUAGE ARTS

STATE GOALS/STANDARDS/BENCHMARKS--
 LOCAL GOALS/OUTCOMES/OBJECTIVES
 LINKING ORGANIZER

LATE ELEMENTARY

KEY
2--Indicates Strong Link
1--Indicates Moderate Link
0--Indicates No Link

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 1: Read with understanding and fluency.				
A. Apply word analysis and vocabulary skills to comprehend selections.				
1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.				
1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.				
B. Apply reading strategies to improve understanding and fluency.				
1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.				
1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.				
1.B.2c Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).				
1.B.2d Read age-appropriate material aloud with fluency and accuracy.				
C. Comprehend a broad range of reading materials.				
1.C.2a Use information to form and refine questions and predictions.				
1.C.2b Make and support inferences and form interpretations about main themes and topics.				
1.C.2c Compare and contrast the content and organization of selections.				
1.C.2d Summarize and make generalizations from content and relate to purpose of material.				
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.2f Connect information presented in tables, maps and charts to printed or electronic text.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 2: Read and understand literature representative of various societies, eras and ideas.				
A. Understand how literary elements and techniques are used to convey meaning.				
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.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.				
2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).				
B. Read and interpret a variety of literary works.				
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.2b Identify and explain themes that have been explored in literature from different societies and eras.				
2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.				
Goal 3: Write to communicate for a variety of purposes.				
A. Use correct grammar, spelling, punctuation, capitalization and structure.				
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.				
B. Compose well-organized and coherent writing for specific purposes and audiences.				
3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).				
3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.				
3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.				
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.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
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.2b Produce and format compositions for specified audiences using available technology.				
Goal 4: Listen and speak effectively in a variety of situations.				
A. Listen effectively in formal and informal situations.				
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.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.				
4.A.2c Restate and carry out a variety of oral instructions.				
B. Speak effectively using language appropriate to the situation and audience.				
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.2b Use speaking skills and procedures to participate in group discussions.				
4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).				
4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.				
Goal 5: Use the language arts to acquire, assess and communicate information.				
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.				
5.A.2a Formulate questions and construct a basic research plan.				
5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web-sites, CD/ROMs).				
B. Analyze and evaluate information acquired from various sources.				
5.B.2a Determine the accuracy, currency and reliability of materials from various sources.				
5.B.2b Cite sources used.				
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.				
5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
5.C.2b Prepare and deliver oral presentations based on inquiry or research.				

ENGLISH LANGUAGE ARTS

STATE GOALS/STANDARDS/BENCHMARKS--
 LOCAL GOALS/OUTCOMES/OBJECTIVES
 LINKING ORGANIZER

MIDDLE/JUNIOR HIGH SCHOOL

KEY
2--Indicates Strong Link
1--Indicates Moderate Link
0--Indicates No Link

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 1: Read with understanding and fluency.				
A. Apply word analysis and vocabulary skills to comprehend selections.				
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.3b Analyze the meaning of words and phrases in their context.				
B. Apply reading strategies to improve understanding and fluency.				
1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.				
1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.				
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.3d Read age-appropriate material with fluency and accuracy.				
C. Comprehend a broad range of reading materials.				
1.C.3a Use information to form, explain and support questions and predictions.				
1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.				
1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.				
1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.				
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.3f Interpret tables that display textual information and data in visual formats.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 2: Read and understand literature representative of various societies, eras and ideas.				
A. Understand how literary elements and techniques are used to convey meaning.				
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.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.				
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.3d Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.				
B. Read and interpret a variety of literary works.				
2.B.3a Respond to literary material from personal, creative and critical points of view.				
2.B.3b Compare and contrast common literary themes across various societies and eras.				
2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.				
Goal 3: Write to communicate for a variety of purposes.				
A. Use correct grammar, spelling, punctuation, capitalization and structure.				
3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.				
B. Compose well-organized and coherent writing for specific purposes and audiences.				
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.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.				
C. Communicate ideas in writing to accomplish a variety of purposes.				
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.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.				
Goal 4: Listen and speak effectively in a variety of situations.				
A. Listen effectively 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.3b Compare a speaker's verbal and nonverbal messages.				
4.A.3c Restate and carry out multistep oral instructions.				
4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).				
B. Speak effectively using language appropriate to the situation and audience.				
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.3b Design and produce reports and multimedia compositions that represent group projects.				
4.B.3c Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).				
4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.				
Goal 5: Use the language arts to acquire, assess and communicate information.				
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.				
5.A.3a Identify appropriate resources to solve problems or answer questions through research.				
5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.				
B. Analyze and evaluate information acquired from various sources.				
5.B.3a Choose and analyze information sources for individual, academic and functional purposes.				
5.B.3b Identify, evaluate and cite primary sources.				
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.				
5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.				

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5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.				
5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.				

ENGLISH LANGUAGE ARTS

STATE GOALS/STANDARDS/BENCHMARKS--
 LOCAL GOALS/OUTCOMES/OBJECTIVES
 LINKING ORGANIZER

EARLY HIGH SCHOOL

KEY
2--Indicates Strong Link
1--Indicates Moderate Link
0--Indicates No Link

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 1: Read with understanding and fluency.				
A. Apply word analysis and vocabulary skills to comprehend selections.				
1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.				
1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.				
B. Apply reading strategies to improve understanding and fluency.				
1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.				
1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.				
1.B.4c Read age-appropriate material with fluency and accuracy.				
C. Comprehend a broad range of reading materials.				
1.C.4a Use questions and predictions to guide reading.				
1.C.4b Explain and justify an interpretation of a text.				
1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).				
1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.				
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.4f Interpret tables, graphs and maps in conjunction with related text.				
Goal 2: Read and understand literature representative of various societies, eras and ideas.				
A. Understand how literary elements and techniques are used to convey meaning.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
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.4b Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.				
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.4d Describe the influence of the author's language structure and word choice to convey the author's viewpoint.				
B. Read and interpret a variety of literary works.				
2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials.				
2.B.4b Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.				
2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.				
Goal 3: Write to communicate for a variety of purposes.				
A. Use correct grammar, spelling, punctuation, capitalization and structure.				
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.				
B. Compose well-organized and coherent writing for specific purposes and audiences.				
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.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.4c Evaluate written work for its effectiveness and make recommendations for its improvement.				
C. Communicate ideas in writing to accomplish a variety of purposes.				
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).				

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3.C.4b Using available technology, produce compositions and multimedia works for specified audiences.				
Goal 4: Listen and speak effectively in a variety of situations.				
A. Listen effectively in formal and informal situations.				
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.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).				
4.A.4c Follow complex oral instructions.				
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.				
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.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.				
4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).				
4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.				
Goal 5: Use the language arts to acquire, assess and communicate information.				
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.				
5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).				
5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.				
B. Analyze and evaluate information acquired from various sources.				
5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals.				
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.				
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.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology.				
5.C.4c Prepare for and participate in formal debates.				

ENGLISH LANGUAGE ARTS

STATE GOALS/STANDARDS/BENCHMARKS--
 LOCAL GOALS/OUTCOMES/OBJECTIVES
 LINKING ORGANIZER

LATE HIGH SCHOOL

KEY
2--Indicates Strong Link
1--Indicates Moderate Link
0--Indicates No Link

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 1: Read with understanding and fluency.				
A. Apply word analysis and vocabulary skills to comprehend selections.				
1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.				
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.				
1.B.5a Relate reading to prior knowledge and experience and make connections to related information.				
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.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.				
1.B.5d Read age-appropriate material with fluency and accuracy.				
C. Comprehend a broad range of reading materials.				
1.C.5a Use questions and predictions to guide reading across complex materials.				
1.C.5b Analyze and defend an interpretation of text.				
1.C.5c Critically evaluate information from multiple sources.				
1.C.5d 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).				
1.C.5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.				
Goal 2: Read and understand literature representative of various societies, eras and ideas.				
A. Understand how literary elements and techniques are used to convey meaning.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
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.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.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.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.				
2.B.5a Analyze and express an interpretation of a literary work.				
2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.				
Goal 3: Write to communicate for a variety of purposes.				
A. Use correct grammar, spelling, punctuation, capitalization and structure.				
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.				
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.				
C. Communicate ideas in writing to accomplish a variety of purposes.				
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.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).				
Goal 4: Listen and speak effectively in a variety of situations.				
A. Listen effectively in formal and informal situations.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.				
4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.				
B. Speak effectively using language appropriate to the situation and audience.				
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.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.5c Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).				
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).				
Goal 5: Use the language arts to acquire, assess and communicate information.				
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.				
5.A.5a Develop a research plan using multiple forms of data.				
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.				
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.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.				
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.5b Support and defend a thesis statement using various references including media and electronic resources.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
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