

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Literature/Reading</p>	<p>The following objectives support Competencies A, B, and C.</p> <ol style="list-style-type: none"> 1. Reads, views, listens to, and discusses a variety of multicultural materials to gain new experiences and insights as well as a deeper understanding and appreciation of self and others (L.A.A.2.3.3) (L.A.A.2.3.4) (L.A.C.1.3.1) (L.A.C.1.3.2) (L.A.C.1.3.4) (L.A.C.3.3.2) (L.A.C.3.3.3) (L.A.D.1.3.2) (L.A.E.2.3.2) (L.A.E.2.3.3) (L.A.E.2.3.4) (L.A.E.2.3.6) (L.A.E.2.3.7) (L.A.E.2.3.8) {R.25} {L.2} {Lit.19} {Lit.20} {Lit.21} {Lit.22} {Lit.23} 2. Reads fluently a variety of materials at grade level, and monitors own comprehension through the use of appropriate comprehension strategies, using settings such as flexible groups, rereading, paired and other interactive reading activities (L.A.A.2.3.4) {R.14} 3. Reads independently or as part of a class study at least five books per nine-week period, at an appropriate reading level, reflecting a variety of genres and cultural perspectives, understanding the ways culture and time period influence a literary work (L.A.A.2.3.4) (L.A.D.1.3.2) {L.2} 4. Listens to a diverse selection of literature read aloud on a frequent basis (L.A.A.2.3.4) (L.A.C.1.3.1) (L.A.C.1.3.2) 5. Sets purposes for reading and makes predictions through the use background knowledge and by relating new information to prior personal and academic knowledge, previewing and scanning text and using text features such as bold type, subtitles, margin notes, and chapter divisions (L.A.A.1.3.1) {R.2} 6. Sets purposes for reading by predicting ideas or events that may take place in the text, giving rationales for predictions, and confirming or discussing predictions as the story progresses {R.1} {R.2} {R.3} {R.4} 7. Reads, identifies, and understands key vocabulary words, context clues, and concepts (L.A.A.1.3.2) 	<ol style="list-style-type: none"> A. After reading selections from two different genres, selected from fiction and nonfiction, such as fables, folktales, legends, biographies, autobiographies, the student will create a graphic or write a response of at least three paragraphs or which: <ol style="list-style-type: none"> a. identifies the two genres and the characteristics of each and b. cites other pieces of literature, read in class or independently, which are examples of each genre. (L.A.B.1.3.2) (L.A.D.2.3.5) (L.A.E.1.3.4) B. After reading a fiction selection at sixth grade reading level, the student will demonstrate an understanding of fictional elements and author’s craft by creating a graphic or writing an essay of two or three paragraphs which: <ol style="list-style-type: none"> a. identifies the theme. b. shows how characterization, plot, and setting as well as techniques such as foreshadowing, flashback, irony, and metaphor can support the theme and contribute to the meaning of the story. (L.A.B.1.3.2) (L.A.D.2.3.5) (L.A.E.1.3.2) (L.A.E.1.3.3) (L.A.E.1.3.5) (L.A.E.2.3.1) C. After reading a <u>nonfiction</u> selection at sixth grade reading level, the student will demonstrate comprehension by selecting and completing the most appropriate graphic organizer, such as the Venn diagram (compare/contrast), flow chart/timeline (sequence), or main idea table (main idea-details). (L.A.A.2.3.1) (L.A.B.2.3.1) (L.A.B.2.3.2) (L.A.D.2.3.5)

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	<p>8. Applies reading strategies within and across selections:</p> <ul style="list-style-type: none"> · Monitors own reading by correction miscues (pronunciation errors), rereading, skimming, self-questioning, creating visual images, responding in writing, and summarizing · Identifies main ideas (either stated or implied) with supporting details · Orders events or steps in sequential or chronological order · Distinguishes between fact and opinion · examines text for strong vs. weak arguments · perceives relationships (e.g., cause/effect, comparison/contrast, analogies) · makes inferences and generalizations about what is read and supports them with evidence from text and experience <p>(L.A.A.1.3.2) (L.A.A.2.3.1) (L.A.A.2.3.8) (L.A.B.2.3.2) {R.6} {R.14} {R.15} {R.18} {R.19} {R.33} {R.33} {Lit.11} {Lit.15}</p> <p>9. Applies reading/critical thinking skills, with emphasis on recognizing and understanding differences between propaganda and logical reasoning strategies, classifying/categorizing, clarifying information, using evidence from a selection to support opinion</p> <p>(L.A.A.2.3.1) (L.A.A.2.3.3) (L.A.A.2.3.7) (L.A.D.2.3.3) (L.A.D.2.3.6) {R.24} {L.10}</p> <p>10. Identifies author's purpose and perspective (personal point of view or bias) and supports it with examples from the text</p> <p>(L.A.A.2.3.2) (L.A.A.2.3.3.) (L.A.D.2.3.3) {R.22} {R.23} {Lit.6} {Lit.14}</p> <p>11. Studies authors and works and analyzes the ways writers organize and present ideas (e.g., chronologically, comparison/contrast, cause/effect)</p> <p>(L.A.A.2.3.4) (L.A.E.1.3.5) (L.A.E.2.3.5) {R.21}</p> <p>12. Reads teacher-suggested or self-selected books for a sustained period on a regular basis each day</p> <p>(L.A.A.2.3.4) (L.A.E.2.3.7)</p> <p>13. Reads and identifies literary forms, such as poetry, short stories, fables, folktales, myths, novels, essays, drama, biographies and autobiographies, with the emphasis on biography/autobiography, poetry, and the oral tradition (fables, folktales, legends)</p> <p>(L.A.E.1.3.4) {R.25} {Lit.9}</p>	

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	<p>14. Understands the function of story elements, to include characterization, plot, (conflict/problem, events, climax, resolution), setting, and theme (L.A.E.1.3.2) (L.A.E.1.3.5) (L.A.E.2.3.1) {Lit.2} {Lit.4} {Lit.12} {Lit.13}</p> <p>15. Recognizes elements of author’s craft, such as foreshadowing, flashbacks, irony, metaphors, similes, word choice, dialect and sensory language, and creates a graphic organizer that represents the complex elements of a plot in a literary text (L.A.E.1.3.3) (L.A.E.1.3.4) {Lit.2} {Lit.4} {Lit.12} {Lit.13}</p> <p>16. Responds to and interprets materials read in a variety of ways, such as class and small group discussion, writing, graphics, music, drama, multimedia presentations (L.A.B.2.3.1) (L.A.C.1.3.4) (L.A.C.3.3.2) (L.A.C.3.3.3) (L.A.D.2.3.4) (L.A.D.2.3.5) (L.A.E.2.3.2) (L.A.E.2.3.3)</p> <p>17. Identifies theme as the universal thought or lesson taught in a specific work of literature as it relates to life experience (L.A.E.1.3.1) (L.A.E.1.3.5) (L.A.E.2.3.2) (L.A.E.2.3.6) (L.A.E.2.3.8) {Lit.1} {Lit.16} {Lit.17}</p> <p>18. Demonstrates an understanding of the connection between reading and writing, through such writing as reader response and self-generated questions (literal and inferential) (L.A.C.3.3.2)</p> <p>19. Relates reading and literature to concepts, themes, and events in interdisciplinary/integrated instruction (L.A.E.1.3.5) (L.A.E.2.3.5) {Lit.10}</p>	

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<p>II Composition</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Engages daily in both self-initiated and teacher-directed writing for a variety of purposes to be reflected upon or shared (LA.B.1.3.1) (LA.B.1.3.2) (LA.B.2.3.1) (LA.B.2.3.3) 2. Uses aspects of the writing process (and conferencing as appropriate) <ul style="list-style-type: none"> - prewriting (brainstorming, listing, reading, etc.) to collect data and to develop a plan of organization by focusing, questioning, categorizing, sequencing) - drafting - revising (reading and reflecting by author as well as by conferencing with peer or teacher, to add, substitute, delete, and/or move words or phrases to clarify author’s meaning for reader) - editing (applying conventions of Standard English) by author, peer author, peers, teacher-author, or teacher) - publishing (LA.B.1.3.1) (LA.B.1.3.2) (LA.B.1.3.3) (LA.B.2.3.2) (LA.D.1.3.1) (LA.D.1.3.3) {W.1} {W.2} {W.3} {W.18} 3. Drafts and revises self-generated pieces of writing which: <ul style="list-style-type: none"> - identify audience and purpose - focus on a central idea or topic and uses sufficiently developed relevant supporting details - demonstrate a commitment to and an involvement with the subject that engages the reader - use an appropriate organizational pattern with a beginning, middle, and end including transitional devices - contain a variety of sentence lengths and patterns - revise draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details - exhibit word choices, including figurative language, that are correct and appropriate to audience, purpose, subject, and point of view (LA.B.1.3.2) (LA.B.1.3.3) (LA.B.2.3.2) (LA.D.1.3.1) {W.4} {W.5} {W.6} {W.7} {W.10} {W.15} 	<ol style="list-style-type: none"> A. After maintaining a portfolio of writing, the student will prepare a “presentation portfolio” that will include, but will not be limited to: <ol style="list-style-type: none"> a. products that reflect the writing process b. four pieces of polished writing in a variety of modes, and including narrative/ expressive, expository, and persuasive written pieces c. a written explanation for each choice (LA.B.1.3.2) (LA.B.1.3.3) (LA.B.2.3.3) B. In response to a narrative, expository, or persuasive prompt, the student will produce a piece of writing of at least three paragraphs. The piece should: <ol style="list-style-type: none"> a. focus on the topic, excluding extraneous information b. maintain an organizational pattern for the reader to follow c. contain supporting ideas that are developed and elaborated through the use of details, examples, and vivid language d. display sentence variety and follow the conventions of Standard English. (LA.B.1.3.2) (LA.B.1.3.3) (LA.B.2.3.2) (LA.B.2.3.3) (LA.D.1.3.3)

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	<p>4. Edits pieces of self and peer generated writing to follow conventions of Standard English:</p> <ul style="list-style-type: none"> - correct verb choice, such as subject/verb agreement and number agreement - correct pronoun reference and use - correct punctuation (including commas, colons, semicolons, quotation marks, apostrophes) - correct capitalization (including names of organizations, nationalities, races, languages, religions) - correct spelling of words appropriate to vocabulary range using resources such as dictionary and thesaurus - legible handwriting - final draft for publication when appropriate <p>(L.A.B.1.3.2) (L.A.B.1.3.3) (L.A.D.1.3.1) (L.A.D.1.3.4) {W.9} {W.11} {W.12} {W.13} {W.14} {L.1}}</p> <p>5. Writes in a variety of modes:</p> <ul style="list-style-type: none"> - expository, such as directions, explanations, reports, plans for projects, steps in a process - persuasive, such as commercials, advertisements, letters, essays - narrative/expressive, such as journals, narratives, poetry, drama - uses creative writing strategies appropriate to the format (e.g., using appropriate voice, descriptive language to clarify ideas and create vivid images, and elements of style, such as appropriate tone) <p>(L.A.B.2.3.3) (L.A.D.2.3.3) (L.A.E.1.3.4) {W.16} {W.19}</p> <p>6. Produces a piece of writing which analyzes a literary character</p> <p>(L.A.B.2.3.3) (L.A.D.2.3.3) (L.A.E.1.3.4) {Lit.3}</p> <p>7. Produces a piece of writing that conveys a message related to a prompt or an essay question</p> <p>(L.A.B.2.3.3) {W.19}</p> <p>8. Uses a variety of technology as appropriate in the writing process</p> <p>(L.A.B.2.3.3) {W.20}</p> <p>9. Writes notes, outlines, comments and observations that reflect comprehension of sixth grade level or higher from a variety of media</p> <p>(L.A.B.2.3.1) {W.17}</p>	

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<p>III Language/Word Study</p>	<p>10. Maintains a portfolio of writing (selected by author, teacher/author, or teacher), containing pieces in progress and finished products, and evaluates them to reflect growth in writing</p> <p>1. Expands grade appropriate vocabulary daily using a variety of diverse materials for reading, writing, speaking, and listening activities (L.A.A.1.3.3) (L.A.C.3.3.3) {R.13}</p> <p>2. Acquires and strengthens a personal, active vocabulary in speaking and writing in an interdisciplinary/integrated context {R.13}</p> <p>3. Uses context of sentence, paragraph, or passage to understand unfamiliar words and to choose appropriate meanings for words with multiple meanings (L.A.A.1.3.2) (L.A.D.1.3.1) {R.10}</p> <p>4. Knows when to use formal and informal English based on audience and purpose {L.3}</p> <p>5. Identifies and uses analogies {R.11}</p> <p>6. Uses structural analysis to construct meaning, such as prefixes, suffixes, root words, possessives, plurals, verb tenses, etymologies as strategies to understand word meanings (L.A.A.1.3.2) (L.A.D.1.3.1) {R.8} {R.9}</p> <p>7. Understands and uses synonyms, antonyms, and homonyms</p> <p>8. Recognizes the variety of cultural vocabularies and dialects (L.A.D.1.3.2) (L.A.D.1.3.3) (L.A.D.1.3.4)</p> <p>9. Recognizes sexism and physical and cultural bias in oral and written language, as well as in pictures (L.A.A.2.3.3) (L.A.C.1.3.3) (L.A.C.2.3.1) (L.A.D.2.3.3) (L.A.D.2.3.6) {L.9}</p>	<p>A. The student will have the choice of demonstrating acquisition of expanded vocabulary by either rewriting a piece written at the beginning of the year in response to a prompt, revising for the following:</p> <p>a. vivid precise verbs b. figurative language (similes/metaphors) c. rich word choice (nouns, modifiers) d. elaboration of details</p> <p>or</p> <p>writing an original selection in response to a prompt, incorporating the following:</p> <p>a. vivid precise verbs b. figurative language (similes/metaphors) c. rich word choice (nouns, modifiers) d. elaboration of details (L.A.B.1.3.2) (L.A.B.2.3.3)</p>

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<p>IV Listening/Speaking/Viewing</p>	<p>10. Distinguishes denotative and connotative meanings of words (L.A.A.1.3.3) (L.A.D.1.3.4) {R.12}</p> <p>1. Recognizes and appreciates cultural similarities and differences among people as expressed in their communication behavior (L.A.C.1.3.3) (L.A.D.1.3.2) (L.A.D.1.3.4)</p> <p>2. Recognizes the purposes and motivations of the speaker, identifies the occasion and audience, and purposes for speaking (L.A.A.2.3.3) (L.A.C.1.3.3) (L.A.C.2.3.1) (L.A.D.2.3.3) {LVS.12, LVS.18}</p> <p>3. Formulates questions that clarify meaning and participates in class discussions that include higher level thinking such as analysis, synthesis, and evaluation (L.A.C.1.3.4) (L.A.C.3.3.2) (L.A.C.3.3.3) {R.26, LVS.9, LVS.16}</p> <p>4. Participates as a contributor and occasionally acts as a leader in a group discussion {LVS.17}</p> <p>5. Gives or follows a set of oral or visual directions (L.A.B.2.3.2) (L.A.C.1.3.1) (L.A.C.3.3.3) {LVS.1}</p> <p>6. Recognizes and uses verbal (inflection, point of view) and nonverbal (facial expression, body language) cues that affect meaning (L.A.C.1.3.3) (L.A.C.3.3.1) {LVS.5} {LVS.13}</p> <p>7. Understands how mass media may enhance or manipulate information {L.13}</p> <p>8. Gives oral presentations, with an emphasis on the oral tradition, with a beginning, middle, and end which appropriately addresses the audience</p> <ul style="list-style-type: none"> - reports - story telling - news broadcasts - dramatizations 	<p>A. The student, individually or as part of a group, will develop and deliver an oral report or presentation which:</p> <ul style="list-style-type: none"> a. retells a fable, folktale, or legend b. uses language and verbal and non-verbal delivery techniques suitable to audience and purpose c. takes a form such as a report, story telling, news broadcasts, dramatization, interview, poetry reading, and/or memorized poem or passage d. is evaluated by self and peers using appropriate criteria (L.A.C.2.3.2) (L.A.C.3.3.1) (L.A.C.3.3.3)

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<p>V Information Literacy/Study and Test-Taking Skills</p>	<ul style="list-style-type: none"> - interviews - poetry reading - memorized poems and/or passages (LA.C.3.3.3) (LA.D.2.3.4) {LVS.15} {LVS.13} <p>9. Develops criteria for the evaluation of oral presentations by self and peers including conveying of meaning, engagement of audience, body language (eye contact, gestures, posture), articulation, pronunciation, voice modulation, timing, and standard conventions of English (LA.C.1.3.3) (LA.C.2.3.1) (LA.C.2.3.2) (LA.C.3.3.1) {LVS.11} {LVS.14} {LVS.19} {LVS.20}</p> <p>10. Listens attentively to recognize major points of emphasis by identifying facts, details, sequence, and other literal content (LA.A.2.3.1) (LA.C.1.3.1) (LA.C.1.3.2) (LA.C.2.3.1) {LVS.3} {LVS.6} {LVS.7} {LVS.8}</p> <p>11. Demonstrates appropriate listening and/or viewing skills in a variety of settings such as film, television, drama, music, dance (LA.C.1.3.1) (LA.C.1.3.2) (LA.C.2.3.1) (LA.D.2.3.4) {LVS.4}</p> <p>12. Gains an understanding and appreciation of self and others through discussing, viewing, and listening to a variety of multicultural materials such as audio, video, film, or through teacher reading aloud (LA.C.1.3.1) (LA.C.1.3.2) (LA.C.1.3.3) (LA.C.1.3.4) (LA.C.3.3.2) (LA.C.3.3.3) (LA.D.1.3.2) (LA.D.2.3.4)</p> <p>The following objectives support competencies A and B.</p> <p>1. Recognizes the need to use a variety of resources/reference materials, including print and electronic sources, appropriately (LA.A.2.3.6) (LA.B.2.3.4) {R.27}</p>	<p>A. Given a particular subject to investigate, the student will</p> <ul style="list-style-type: none"> a. use two appropriate resource/reference materials b. develop an organizational framework c. generate a project or a written product which draws from and gives credit to sources. (LA.A.1.3.4) (LA.A.2.3.1) (LA.A.2.3.5) (LA.A.2.3.6) (LA.B.2.3.1) (LA.B.2.3.2)

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	<ol style="list-style-type: none"> 2. Chooses most efficient, credible source for finding information on a given topic (card catalogue, dictionary, thesaurus, encyclopedia, atlas, newspaper, magazine, literary work, human resource, phone book, table of contents, schedules, periodicals, almanac, index) and checks the validity of information obtained from such research by a variety of means (L.A.A.2.3.5) (L.A.A.2.3.6) (L.A.B.2.3.4) {R.16} {R.27} {R.28} {R.35} 3. Reads, makes predictions from, interprets and/or uses graphics such as charts, tables, diagrams, graphs, maps, labels, and signs (L.A.A.2.3.5) (L.A.A.2.3.6) (L.A.A.2.3.7) (L.A.D.2.3.5) {R.31} 4. Develops and constructs a framework (graphic organizer or other) for organizing information. (L.A.A.1.3.4) (L.A.A.2.3.1) (L.A.A.2.3.5) (L.A.A.2.3.7) (L.A.B.2.3.2) (L.A.D.2.3.5) {R.7} {R.32} 5. Paraphrases and summarizes content from sources to recall, inform, or organize ideas (L.A.A.1.3.4) (L.A.A.2.3.5) (L.A.B.2.3.1) {R.15} {R.20} {LVS.2} 6. Combines information from different sources for a school or real-world task (L.A.A.1.3.4) (L.A.A.2.3.5) (L.A.A.2.3.7) {R.29} 7. Acknowledges the importance of giving credit to authors when using their work in writing and understands the nature and ramifications of plagiarism in written works and mass media (L.A.D.2.3.7) {L.14} 8. Uses and understands technology, such as computers, films, audio, video, CDs and the Internet, for a variety of tasks such as research, learning, composing, and presenting (L.A.A.2.3.6) (L.A.B.2.3.1) (L.A.B.2.3.4) (L.A.D.2.3.4) (L.A.D.2.3.5) {R.7} {R.27} {L.11} {L.12} 9. Investigates careers in which the various aspects of language arts are important 	<p>B. The student will demonstrate appropriate study and test taking skills practiced throughout the year on a variety of teacher-made tests and district-required tests such as the Florida Comprehensive Assessment Test in Reading and the Florida Comprehensive Test in Writing (Florida Writes!) (L.A.B.2.3.3)</p>

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	<p>10. Varies reading rate according to complexity of material and purpose for reading</p> <p>11. Uses parts of a book such as table of contents, chapter divisions, margin notes, glossary, index (L.A.A.2.3.6)</p> <p>12. Uses study skill techniques such as peer questioning, student-generated questions, previewing, reviewing, skimming and scanning, note taking, alphabetical order, graphic organizers to clarify meaning (L.A.A.1.3.4) (L.A.B.2.3.1) (L.A.B.2.3.2) (L.A.C.1.3.4) (L.A.C.3.3.3) {R.7} {R.17} {R.26}</p> <p>13. Uses home study strategies such as setting up a time-management plan and recognizing an effective study environment</p> <p>14. Uses a variety of effective test-taking strategies, such as practicing for a formal assessment situation using an answer sheet, participating in timed reading and in timed writing activities, and presenting and organizing data to write accurate and complete answers to prompts or essay questions (L.A.B.1.3.1) (L.A.B.1.3.2) (L.A.B.2.3.3)</p> <p>15. Separates collected information into useful components using a variety of techniques (L.A.A.2.3.7) {R.21} {R.31}</p>	