

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Literature/Reading</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Extends and applies previously learned pre-reading knowledge and skills of sixth grade with more complexity {R.1} 2. 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, and explores how literature is influenced by and reflects culture (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) {L.2} {L.3} {Lit.16} {Lit.23} 3. Compares and contrasts themes in classic and contemporary literature {Lit.1} 4. 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 reading, and other interactive reading activities (L.A.A.2.3.4) {R.1} {R.7} 5. Develops the habit of reading as a life long activity by reading, either independently or as part of a class study, at least five books per nine-week period reflecting a variety of genres and cultural perspectives (L.A.A.2.3.4) (L.A.D.1.3.2) {R.17} {Lit.25} {Lit.26} {Lit.27} 6. Analyzes and evaluates reading selections using generalizations, examples and inferences in text (L.A.A.1.3.2) (L.A.A.2.3.1) {R.3} {R.11} 7. Understands and paraphrases the stated or implied main idea in a reading selection with a summary (L.A.A.1.3.2) (L.A.A.2.3.1) {R.8} {R.11} {LVS.3} 	<ol style="list-style-type: none"> A. After reading a short story or novel, the student will write a response of at least three paragraphs which focuses on an analysis of: <ol style="list-style-type: none"> a. character motivation and actions as they relate to the cultural setting b. elements of the author's craft such as figurative language, foreshadowing, flashback, symbolism, and irony, and the way they contribute to an understanding of character(s) c. the author's point of view or perspective toward the character(s) (L.A.A.2.3.2) (L.A.B.1.3.2) (L.A.E.1.3.2) (L.A.E.1.3.3) (L.A.E.2.3.1) (L.A.E.2.3.4) B. After reading a <u>non-fiction</u> selection at the seventh grade reading level from a newspaper, magazine, or text, the student will demonstrate reading comprehension by: <ol style="list-style-type: none"> a. selecting an appropriate graphic organizer such as a cause/effect diagram, a graph, a chart, a table, or a map b. completing the graphic with information from the reading passage (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. Analyzes passages/works to identify textual patterns, such as analogies, comparison/contrast, cause/effect, problem/solution, and detail/main idea and extends the expectations of sixth grade with increasingly complex reading texts and assignments and tasks (L.A.A.1.3.2) (L.A.A.2.3.1) {R.5} {R.9} {R.11} {R.24} {Lit.8}</p> <p>9. Applies reading/critical thinking skills, such as recognizing propaganda, ethical and unethical statements in text, drawing conclusions, making judgments based on text information, clarifying information, and using evidence from a selection to support fact or opinion, and delineates strengths and weaknesses of argument in persuasive text (L.A.A.1.3.2) (L.A.A.2.3.1) (L.A.A.2.3.3) (L.A.A.2.3.8) (L.A.D.2.3.3) (L.A.D.2.3.6) {R.11} {R.14} {R.15} {R.16} {R.22} {R.23} {Lit.11}</p> <p>10. Analyzes and evaluates the author's purpose and perspective (personal point of view or bias toward a topic) (L.A.A.1.3.2) (L.A.A.2.3.2) (L.A.A.2.3.3) (L.A.A.2.3.8) (L.A.D.2.3.3) {R.12} {R.13}</p> <p>11. Uses informational reading skills/strategies, such as previewing a text, timed reading, skimming and scanning {R.1}</p> <p>12. Performs functional tasks, such as reading newspapers, periodicals, instructions, schedules, maps, graphs, charts, tables {R.18} {R.19}</p> <p>13. Reads and shares teacher-suggested or self-selected books for a sustained period on a regular basis each day (L.A.A.2.3.4) (L.A.E.2.3.7) {R.17} {LSV.18}</p> <p>14. Analyzes story elements, such as characterization, plot (conflict/problem, chain of events, climax, resolution), setting, theme, point of view, mood, and tone (L.A.A.1.3.2) (L.A.A.2.3.2) (L.A.E.1.3.2) (L.A.E.1.3.5) (L.A.E.2.3.1) {Lit.8} {Lit.9} {Lit.10} {Lit.17} {Lit.19} {Lit.20}</p>	

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	<p>15. Reads, identifies and summarizes themes of literary forms, such as poetry, short stories, drama, fables, folktales, myths, novels, essays, biographies, autobiographies, with emphasis on the short story, poetry and the novel (L.A.E.1.3.4) {Lit.16} {Lit.24}</p> <p>16. Understands different literary approaches that are used in the study of literature {L.24}</p> <p>17. Analyzes common elements such as characters, plots, setting, conflicts and resolutions within and across texts {L.2} {L.3} {L.4} {L.5}</p> <p>18. Identifies and interprets the effective use of symbolism and figurative language in fiction, non-fiction, and poetry (L.A.E.1.3.3) (L.A.E.1.3.4) {Lit.7} {Lit.12} {Lit.13}</p> <p>19. Recognizes elements of author's craft, such as foreshadowing, flashbacks, symbolism, irony (L.A.E.1.3.3) {Lit.9} {Lit.11}</p> <p>20. Understands how the author's word choice contributes to the meaning of the selection and its impact on the reader (e.g., multiple meanings, invented words, concrete or abstract terms, figurative language) {Lit.6} {Lit.13}</p> <p>21. Understands the ways line length, punctuation, and rhythm contribute to the overall effect of a poem {Lit.14}</p> <p>22. Examines how literary selections relate to personal/universal themes (L.A.A.2.3.4) (L.A.E.1.3.1) (L.A.E.1.3.5) (L.A.E.2.3.2) (L.A.E.2.3.5) (L.A.E.2.3.6) (L.A.E.2.3.8) {R.17} {R.25} {Lit.21} {Lit.22}</p>	

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<p>II Composition</p>	<p>23. Responds to what has been read in a variety of ways, such as class and small group discussion, writing, music, drama, multi-media presentations, graphics (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.2.3.3) (L.A.D.2.3.5) (L.A.E.2.3.2) (L.A.E.2.3.3) {R.4} {Lit.26} {Lit.28}</p> <p>24. Relates reading to personal experiences/prior knowledge and builds common background experiences with others (L.A.A.1.3.1) (L.A.E.1.3.1) (L.A.E.2.3.2) (L.A.E.2.3.4) (L.A.E.2.3.6) {Lit.26} {Lit.27}</p> <p>25. Monitors own reading and study of literature as part of the comprehension process: self-questioning, skimming, rereading, responding in writing, summarizing, using text features (e.g., boldface, marginal notes) (L.A.A.1.3.1) (L.A.B.2.3.1) {R.7}</p> <p>26. Relates literature to events, concepts, and themes in interdisciplinary/integrated instruction within the middle school team setting (L.A.E.1.3.5) (L.A.E.2.3.5) {Lit.28}</p> <p>The following objectives support competencies A and B.</p> <p>1. Engages daily in both self-initiated and teacher-directed writing for a variety of purposes to be reflected upon or shared (L.A.B.1.3.1) (L.A.B.1.3.2) (L.A.B.2.3.1) (L.A.B.2.3.3)</p> <p>2. Uses aspects of the writing process (and conferencing as appropriate):</p> <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/teacher, and adding, substituting, deleting, and/or moving 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 <p>(L.A.B.1.3.1) (L.A.B.1.3.2) (L.A.B.1.3.3) (L.A.B.2.3.2) (L.A.D.1.3.1) (L.A.D.1.3.3) {W.1} {W.2} {W.19} {L.1}</p>	<p>A. After maintaining a portfolio of writing, the student will prepare, a "presentation portfolio" that will include, but will not be limited to:</p> <ul style="list-style-type: none"> a. products that reflect the writing process b. five pieces of polished writing in a variety of modes including narrative/expressive, expository, and persuasive c. a written explanation for each choice <p>(L.A.B.1.3.2) (L.A.B.1.3.3) (L.A.B.2.3.3)</p>

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	<p>3. Drafts and revises student-generated pieces of writing which:</p> <ul style="list-style-type: none"> - identify audience and purpose - have controlling ideas (topic sentence) sufficiently developed with relevant details and transitions - follow logical order and establish natural flow from beginning to end - contain and convey a sense of closure - contain a variety of sentence lengths and patterns - exhibit word choices that are correct and appropriate to audience, purpose, subject, point of view, and tone - use literary devices such as dialogue and figurative language <p>(L.A.B.1.3.2) (L.A.B.1.3.3) (L.A.D.1.3.1) {W.3} {W.4} {W.6} {W.7} {W.8} {W.10} {W.15} {L.11}</p> <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 - correct pronoun reference and use - correct punctuation, capitalization, and spelling of words appropriate to vocabulary range - 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.1.3.3) {W.9} {W.10} {W.11} {W.12} {W.13} {W.14}</p> <p>5. Selects and uses an appropriate plan of organizational development, such as cause and effect, comparison and contrast, order of importance</p> <p>(L.A.B.1.3.1) (L.A.B.2.3.2) {W.8}</p> <p>6. Writes in a variety of modes:</p> <ul style="list-style-type: none"> - expository: such as explanations, analysis, reports, steps in a process - persuasive: such as commercials, advertisements, essays, and speeches - narrative/expressive: such as journals, narratives, poetry, short stories, drama <p>(L.A.B.2.3.3) (L.A.D.2.3.3) (L.A.E.1.3.4) {W.17} {W.20}</p>	<p>B. In response to a narrative, expository, or persuasive prompt, the student will produce a piece of writing of three paragraphs or more which includes:</p> <ul style="list-style-type: none"> - topic sentences - supporting details - effective transitions - a conclusion <p>The essay should reflect</p> <p>a. focus on the topic, excluding extraneous information</p> <p>b. an organizational pattern for the reader to follow</p> <p>c. supporting ideas that are developed and elaborated through the use of details, examples, and vivid language</p> <p>d. appropriate figurative language</p> <p>e. sentence variety and the conventions of standard written English</p> <p>(L.A.B.1.3.2) (L.A.B.1.3.3) (L.A.B.2.3.2) (L.A.B.2.3.3) (L.A.D.1.3.1) (L.A.D.1.3.3)</p>

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	<ol style="list-style-type: none"> 7. Produces pieces of writing of two to three paragraphs, such as analysis of a literary character and analysis of plot (L.A.B.2.3.3) (L.A.E.2.3.1) 8. Produces pieces of writing that convey a message related to a prompt or an essay question (L.A.B.2.3.3) {W.20} 9. Uses creative writing strategies appropriate to the format (e.g., using appropriate voice, using descriptive language to clarify ideas and create vivid images, using elements of style, such as appropriate tone {W.17} 10. Produces a piece of writing of two to three paragraphs which includes ideas from several sources, giving credit to authors when using their work (L.A.B.2.3.3) 11. Uses a variety of technology as appropriate in the writing process (L.A.B.2.3.4) {W.16} {W.21} 12. 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 	

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<p>III Language/Word Study</p>	<ol style="list-style-type: none"> 1. Identifies patterns and rules found in the English language (e.g., grammar usage and word pronunciation) {L.1} 2. Expands grade-appropriate vocabulary daily using a variety of culturally diverse materials for reading, writing, speaking and listening activities (L.A.A.1.3.3) (L.A.C.3.3.3) {R.6} {L.9} 3. Knows when to use formal and informal English based on audience and purpose {L.4} L.10} 4. Uses context of sentence, paragraph, or passage to gain meaning of unfamiliar words (L.A.A.1.3.2) {R.2} 5. Selects appropriate meaning for a word with multiple meanings in the context of a sentence (L.A.A.1.3.2) {R.6} 6. Understands and uses analogies {R.6} 7. Uses structural analysis to construct meaning, such as prefixes, suffixes, verb tenses, root words, etymologies (L.A.A.1.3.2) (L.A.D.1.3.1) {R.6} 8. Uses and understands synonyms, antonyms, and homonyms 9. Understands the differences between the connotation and denotation of a word (L.A.A.1.3.3) (L.A.D.1.3.4) {R.6} 10. Appreciates the variety of cultural vocabularies and dialects and the ways culture and time period influence a literary work (L.A.D.1.3.2) (L.A.D.1.3.3) (L.A.D.1.3.4) {L.2} {L.3} 	<p>A. Given a prose passage from a literary selection at or about grade level that contains difficult vocabulary defined in context and/or words with multiple meanings, the student will demonstrate the ability to comprehend the passage by paraphrasing the selection to reflect the same meaning and tone, using words which are synonyms in both denotation and connotation (L.A.B.2.3.3)</p>

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<p>IV Listening/Speaking/Viewing</p>	<p>11. Recognizes sexism and physical and cultural bias in oral and in 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) {LVS.12}</p> <p>12. Identifies slang, both past and present, and analyzes words and sentence patterns that have changed meaning over the years. {L.7} {L.8}</p> <p>13. Acquires and strengthens a personal, active vocabulary in speaking and writing in an interdisciplinary/integrated context</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.2} {L.3}</p> <p>2. Recognizes a speaker's purpose and/or bias, demonstrated in propaganda such as advertisements, speeches, and other forms of communication (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) {LVS.12} {LVS.13} {L.12} {L.13}</p> <p>3. Distinguishes between emotional and logical arguments in written, oral, and visual communication {L.12}</p> <p>4. Understands difference between propaganda and logical reasoning strategies. {L.13}</p> <p>5. 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) {LVS.2} {LVS.8} {LVS.18}</p> <p>6. Participates in group discussions, alternating between roles of contributor and leader {LSV.19}</p>	<p>A. The student, individually or as a part of a group, will develop and deliver an oral speech or presentation which is:</p> <ul style="list-style-type: none"> a. informative, such as how to do something, a demonstration, a biography or autobiography, research report, book talk or report, panel, etc. b. use language and delivery techniques suitable to audience and purpose c. is evaluated using class-developed criteria (L.A.B.2.3.2) (L.A.C.2.3.1) (L.A.C.2.3.2) (L.A.C.3.3.1) (L.A.C.3.3.3)

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	<p>7. Gives or follows a set of oral or visual directions (LA.B.2.3.2) (LA.C.1.3.1) (LA.C.1.3.2) (LA.C.3.3.3) {LVS.1}</p> <p>8. Identifies and responds to verbal (inflection, point of view) and nonverbal (facial expression, body language) cues that affect meaning (LA.C.1.3.3) (LA.C.3.3.1) {LVS.6} {LVS.13}</p> <p>9. Prepares and gives oral presentations, such as poetry readings, monologues, choral readings, dramatizations, and reports, with emphasis on informing using a clear beginning, middle and end (LA.C.3.3.3) (LA.D.2.3.4) {LVS.14} {LVS.17} {LVS.20} {LVS.21} {LVS.22} {LVS.23}</p> <p>10. Identifies occasion, audience and purpose for speaking {LVS.20}</p> <p>11. Evaluates and gives oral presentations using selected criteria such as volume, stress, pacing, and pronunciation, using appropriate grammar and word choices (LA.C.1.3.3) (LA.C.3.3.3) {LVS.15} {LVS.17} {LVS.20} {LVS.21} {LVS.22} {LSV.23}</p> <p>12. Develop criteria to evaluate 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.14} {LVS.15} {LVS.16}</p> <p>13. Listens attentively to recognize and summarize major points of emphasis by identifying facts, details, sequence and other literal content either orally or in writing (LA.A.2.3.1) (LA.C.1.3.1) (LA.C.1.3.2) (LA.C.2.3.1) {LVS.9} {LVS.11}</p> <p>14. Demonstrates appropriate listening and/or viewing skills, in a variety of settings, such as viewing, 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.7}</p>	

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<p>V Information Literacy/Study and Test-Taking Skills</p>	<p>15. Gains an understanding and appreciation of self and others through discussing, viewing, and listening to a variety of multicultural materials such as read-aloud, video, audio, or film. (L.A.C.1.3.1) (L.A.C.1.3.2) (L.A.C.1.3.3) (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.D.2.3.4) (L.A.E.2.3.4) {LVS.4} {LVS.5} {LVS.10}</p> <p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Selects the most efficient, credible reference source to find information on a given topic <ul style="list-style-type: none"> - uses appropriate electronic technology - obtains information from dictionary, thesaurus, encyclopedia, atlas, newspaper, magazine, literary work, human resources, phone book, table of contents, schedules, periodicals, almanac, index, and/or card catalogue (L.A.A.2.3.5) (L.A.A.2.3.6) (L.A.B.2.3.4) {R.19} {R.20} 2. Interprets and analyzes graphics such as charts, tables, diagrams, graphs, maps, labels, signs (L.A.A.2.3.5) (L.A.A.2.3.7) {R.19} {R.21} 3. Combines information from different sources to develop a product/report/formal presentation (L.A.A.1.3.4) (L.A.A.2.3.5) (L.A.A.2.3.7) {R.10} {L.5} 4. Constructs and uses a framework (graphic 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) {R.21} 5. Paraphrases, summarizes, or synthesizes content from a variety of sources (L.A.A.1.3.4) (L.A.A.2.3.5) (L.A.B.2.3.1) {R.18} 6. Acknowledges sources of references and understands the ways laws govern the use of written works and mass media (e.g., plagiarism, copyright, libel, slander) (L.A.D.2.3.7) {L.18} 	<ol style="list-style-type: none"> A. Given a particular subject to investigate, the student will <ol style="list-style-type: none"> a. use three appropriate resource/reference materials b. develop an organizational framework c. generate a product which draws from and gives credit to sources (L.A.A.1.3.4) (L.A.A.2.3.1) (L.A.A.2.3.5) (L.A.A.2.3.6) (L.A.B.2.3.1) 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 Assessment Test in Writing (Florida Writes!) (L.A.B.2.3.3)

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	<p>7. Uses technology, such as word processors, computers, films, audio, video, and videodisks, 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) {L.14} {L.15} {L.16}</p> <p>11. Understands ways mass media may enhance or manipulate media {L.17}</p> <p>9. Explores careers in which the various aspects of language arts are important</p> <p>10. Uses parts of a book accurately (title page, copyright page, table of contents, chapter divisions, margin notes, glossary, index) (L.A.A.2.3.6) {R.1}</p> <p>11. Uses study skill techniques, such as previewing and predicting content, student-generated questions, skimming and scanning, reading for details, notetaking, graphic organizers, reviewing (L.A.A.1.3.4) (L.A.A.2.3.1) (L.A.B.2.3.1)</p> <p>12. Uses home study strategies such as setting up a time management plan and recognizing an effective study environment</p> <p>13. Uses a variety of effective test-taking strategies, such as practicing for formal assessment situations 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 and essay questions (L.A.B.1.3.1) (L.A.B.1.3.2) (L.A.B.2.3.3)</p>	