

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. Refines and applies previously learned prereading knowledge and skills of the seventh grade with increasingly complex reading texts, assignments and tasks {R.1} 2. Extends previously learned knowledge and skills of the seventh grade with increasingly complex reading selections, assignments and tasks (e.g., using context and word structure, making inferences and generalizations, using graphic organizers and note-taking, comparing and contrasting) {R.2} 3. Reads independently or as part of class study at least five books per nine-week period at an appropriate reading level from a variety of genres and cultural perspectives to gain an understanding and appreciation of self and others (L.A.A.2.3.3) (L.A.A.2.3.4) (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.2.3.8) (L.A.E.2.3.7) 4. Analyzes how literature is influenced by and reflects culture, including an appreciation of a variety of cultural vocabularies and dialects (L.A.D.1.3.2) (L.A.E.2.3.4) {Lit.2} {Lit.7} {L.3} 5. Compares and contrasts literature from different time periods and cultures to understand concepts and themes {L.3} 6. Understands and paraphrases the stated or implied main idea in a reading selection (L.A.A.2.3.1) {R.5} 7. Identifies persuasive and propaganda techniques in text {R.8} 	<ol style="list-style-type: none"> A. After studying myth and drama, the student will choose two selections from the same genre with a similar theme, and write a response of at least three paragraphs. The essay will compare and/or contrast the author's use of: <ol style="list-style-type: none"> a. literary elements (character, plot, setting, point of view, and/or tone) or b. elements of the author's craft such as figurative language, foreshadowing, flashback, symbolism, and irony, and the way they contribute to shaping the theme in each work. (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.1.3.5) (L.A.E.2.3.1) (L.A.E.2.3.5) B. After reading a <u>non-fiction</u> passage from a newspaper, magazine, or text on the eighth grade reading level, the student will demonstrate 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 c. explaining the selected organizer in terms of the passage, either orally or in writing (L.A.A.2.3.1) (L.A.A.2.3.7) (L.A.B.1.3.1) (L.A.B.1.3.2) (L.A.B.2.3.1) (L.A.B.2.3.2) (L.A.D.2.3.5)

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	<p>8. Evaluates statements of fact, inferences, and judgments/opinions in both reading and discussions about reading, delineates strengths and weaknesses of an argument in persuasive text, and distinguishes between logical and illogical and ethical and unethical statements in text (L.A.A.1.3.1) (L.A.A.2.3.1) (L.A.A.2.3.8) {R.10} {L.13} {Lit.13}</p> <p>9. Extends previously learned knowledge and skills of the seventh grade with increasingly complex texts, assignments and tasks (e.g., differences between fact and opinion, strong vs. weak arguments, relevant and irrelevant information, comparison and contrast, and the influence of personal values on interpretation {R.17}</p> <p>10. Analyzes passages/works to examine textual patterns, such as analogies, comparison/contrast, cause/effect, problem/solution, and order of importance (L.A.A.1.3.2) {Lit.2}</p> <p>11. Applies reading/critical thinking skills, such as generating questions, recognizing propaganda, clarifying information, evaluating author's purpose and perspective toward a topic, and using evidence from a selection to support opinions (L.A.A.1.3.1) (L.A.A.2.3.1) (L.A.A.2.3.2) (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.6} {R.7} {R.12} {Lit.9}</p> <p>12. Understands and interprets functional reading material, such as newspapers, periodicals, manuals, instructions, schedules, common forms, maps, graphs, charts, tables (L.A.D.2.3.6) {R.13}</p> <p>13. Supports a particular literary approach or interpretation of a text with information from other texts {Lit.28}</p> <p>14. Knows ways and understands the impact that the author's word choice contributes to the meaning of a text (e.g., multiple meanings, invented words, concrete or abstract terms, figurative language) {Lit.7} {Lit.14}</p>	

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	<p>15. Reads and shares teacher suggested and 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.11} {Lit.29} {Lit.30} {Lit.31}</p> <p>16. Understands and works with literary forms, such as poetry, short stories, fables, folk tales, myths, novels, autobiographies, and drama, with emphasis on myths and drama (L.A.E.1.3.4) {Lit.26} {Lit.27}</p> <p>17. Compares and contrasts elements within or across texts and supports a particular literary approach or interpretation of a text with information from other texts {R.15} {Lit.28}</p> <p>18. Understands elements of author's craft such as figurative language, foreshadowing, flashback, symbolism, and irony (L.A.E.1.3.3) (L.A.E.1.3.4) {Lit.8} {Lit.10} {Lit.11}</p> <p>19. Analyzes story elements such as characterization, plot (conflict/problem, chain of events, climax, resolution), setting, theme, point of view, tone and mood (L.A.A.2.3.2) (L.A.A.2.3.3) (L.A.E.1.3.2) (L.A.E.1.3.3) (L.A.E.1.3.5) (L.A.E.2.3.1) {Lit.3} {Lit.4} {Lit.5} {Lit.6} {Lit.12} {Lit.19} {Lit.20} {Lit.21} {Lit.22}</p> <p>20. Understands the ways line length, punctuation, and rhythm contribute to the overall effect of a poem {Lit.16}</p> <p>21. Responds to and interprets what has been read in a variety of ways, such as class and small group discussion, writing, art, music, drama, graphics, and 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) {Lit.25} {Lit.32}</p> <p>22. Associates themes in various types of literature to prior knowledge and life experiences, and explores universal themes (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) {Lit.1} {Lit.18} {Lit.23} {Lit.24}</p>	

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<p>II Composition</p>	<p>23. Explains how the author’s life experiences have influenced his/her writing</p> <p>24. Refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts, assignments and tasks (e.g., monitoring own reading and study of literature as part of the comprehension process, using such strategies as self-questioning, , rereading, summarizing, analysis of organization and presentation of ideas, responding in writing, and using text features (e.g., boldface, margin notes) (L.A.B.2.3.1) (L.A.E.2.3.6) {R.4}</p> <p>25. Relates literature to concepts, themes, and events in interdisciplinary instruction within the middle school team setting (L.A.E.1.3.5) (L.A.E.2.3.5) {R.13}</p> <p>1. Engages in both self-initiated and teacher directed writing for a variety of purposes (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, with conferencing as appropriate</p> <ul style="list-style-type: none"> - prewriting (for example, clustering, brainstorming, listing, reading) - 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 the 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.9} {W.10}</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. six or more pieces of polished writing in a variety of modes including narrative/ expressive, expository, and persuasive written pieces c. at least two organization patterns such as cause/effect, comparison/contrast, order of importance d. a written explanation for each choice (L.A.B.1.3.2) (L.A.B.1.3.3) (L.A.B.2.3.2) (L.A.B.2.3.3)

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	<p>3. Drafts and revises pieces of student generated writing which:</p> <ul style="list-style-type: none"> - identify audience and purpose - have controlling idea (e.g., topic sentence) sufficiently developed with supporting details and transitions - select an appropriate plan of organization (such as cause and effect, comparison-contrast, order of importance) - contain and convey a sense of closure - exhibit word choices that are correct and appropriate to audience, purpose, and subject, such as point of view, attitude, and tone - include the appropriate use of figurative language, dialogue, and flashback - use a variety of sentence lengths and patterns <p>(L.A.B.1.3.2) (L.A.B.1.3.3) (L.A.D.1.3.1) {W.3} {W.4} {W.5} {W.6} {W.7} {W.8} {W.15} {W.19}</p> <p>4. Edits pieces of self and peer-generated writing which follow the conventions of Standard English</p> <ul style="list-style-type: none"> - correct mechanics - correct usage - uses resources such as dictionary and thesaurus to confirm spelling - 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.12} {W.13} {W.14}</p> <p>5. Writes in a variety of modes such as expository, persuasive, (including editorials), narrative/expressive (including journals, poetry, short stories, drama)</p> <p>(L.A.B.2.3.3) (L.A.D.2.3.3) (L.A.E.1.3.4) {W.17} {W.19}</p> <p>6. Produces three to five paragraph pieces of literary analysis, such as analyzing character, analyzing plot, and analyzing setting</p> <p>(L.A.B.2.3.3) (L.A.E.2.3.1) {Lit.2} Lit.3} Lit.4}</p> <p>7. Produces a piece of writing in response to an essay question, prompt, or a topic</p> <p>(L.A.B.2.3.3) {W.19}</p>	<p>B. In response to an expository or persuasive prompt, the student will produce a piece of writing of three to four paragraphs which includes:</p> <ul style="list-style-type: none"> - topic sentences - supporting details - effective transitions - a conclusion <p>The essay should reflect</p> <ol style="list-style-type: none"> a. a focus on the topic b. an appropriate plan of organization c. supporting ideas that are developed and elaborated through the use of details, examples, and vivid language d. word choice appropriate to audience, purpose, and subject e. appropriate figurative language f. sentence variety and the conventions of standard written English <p>(L.A.B.1.3.2) (L.A.B.1.3.3) (L.A.B.2.3.3) (L.A.D.1.3.1) (L.A.D.1.3.3) {W.2} {W.3} {W.4} {W.5} {W.7} {W.8} {W.11} {W.12} {W.13} {W.14} {W.15} {W.19}</p>

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<p>III Language/Word Study</p>	<p>8. Logically sequences information using alphabetical, chronological, and numerical systems {W.8}</p> <p>9. Produces a multiparagraph piece of writing synthesizing ideas drawn from several sources, giving proper credit to those sources (LA.B.2.3.3) {R.12}</p> <p>10. Uses a variety of technology, as appropriate, in the writing process (LA.B.2.3.4) {W.16} {W.20}</p> <p>11. 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>The following objectives support competencies A and B.</p> <p>1. Identifies and uses the patterns and rules of the English language (e.g., grammar, usage and word pronunciation) {L.1}</p> <p>2. Knows when to use formal and informal English based on audience and purpose {L.4}</p> <p>3. Extends the vocabulary development expectations of the seventh grade using eighth grade or higher vocabulary in reading, writing, and speaking (LA.A.1.3.3) (LA.C.3.3.3) {R.3}</p> <p>4. Acquires and strengthens a personal, active vocabulary in speaking and writing in interdisciplinary/integrated contexts {L.9}</p> <p>5. Examines context of sentence, paragraph, or passage to understand unfamiliar words and to determine appropriate meanings for a word with multiple meanings (LA.A.1.3.2) {L.6}</p>	<p>A. Given a story, news article, poem, or passage written from a clearly evident point of view, the student will rewrite the selection from a different point of view, using language and phrasing suitable for the new point of view that changes the tone or bias of the passage (LA.A.2.3.2) (LA.B.2.3.3) (LA.D.2.3.6)</p>

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	<ul style="list-style-type: none"> 6. Understands, uses, or generates analogies 7. Uses structural analysis to construct meaning, such as prefixes, suffixes, root words, possessives, plurals, verb tenses, and etymologies to explore the origin and historical development of words and usage patterns (L.A.A.1.3.2) (L.A.D.1.3.1) {L.6} 8. Uses and understands synonyms, antonyms, and homonyms 9. Differentiates between the connotation and denotation of a word (L.A.A.1.3.3) (L.A.D.1.3.4) {L.9} 10. Understands the meaning of vocabulary words used on common application forms, such as driver's license, social security, and job application 11. Appreciates the variety of cultural vocabularies and dialects and the ways culture and time periods influence a literary work, and identifies slang (both past and present) (L.A.D.1.3.2) (L.A.D.1.3.3) (L.A.D.1.3.4) {L.2} {L.7} {L.8} 12. Recognizes sexism and physical and cultural bias in oral and written language (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.12} 13. Recognizes and generates figurative language such as metaphors and similes {L.11} 	

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IV Listening/Speaking/Viewing	<ol style="list-style-type: none"> 1. Follows verbal directions {LVS.1} 2. Recognizes and appreciates cultural similarities and differences among people as expressed in their communication behaviors {LA.C.1.3.3} {LA.D.1.3.2} {L.7} {L.9} {L.10} 3. Explores speaker's purpose and/or bias in print or non-print message {LA.A.2.3.2} {LA.A.2.3.3} {LA.D.2.3.3} {LVS.12} 4. Formulates questions that clarify meaning and participates in class discussions that include higher-level thinking, such as analysis, synthesis, and evaluation and alternates between the roles of contributor and leader in a group discussion {LA.C.1.3.4} {LA.C.3.3.2} {LA.C.3.3.3} {LVS.2} {LVS.19} 5. Asks appropriate, challenging questions for elaboration or clarification during activities such as interviews and discussions {LVS.8} 6. Understands and uses inflection, tone of voice, and body language that affect meaning and uses vocabulary that is appropriate to the purpose and the audience {LA.C.2.3.2} {LVS.6} 7. Expands and enhances personal interests through listening and paraphrasing, and using the information gained for a variety of purposes {LVS.3} {LVS.4} {LVS.10} 8. Organizes and effectively delivers a speech using a clear beginning, middle and end {LVS.17} 9. Prepares and gives oral presentations, using appropriate delivery techniques (direct eye contact, use of audio-visual aids, physical movement, gestures, voice control, etc.) designed to entertain, inform, or persuade, with emphasis on persuasion {LA.C.2.3.2} {LA.C.3.3.1} {LA.C.3.3.3} {LVS.14} {LVS.15} {LVS.16} 	<p>A. The student, individually or as part of a group, will develop and deliver an oral speech or presentation which is:</p> <ol style="list-style-type: none"> a. persuasive, such as a debate, editorial, commercial, political speech, etc. b. uses language and delivery techniques suitable to audience and purpose c. is evaluated using class-developed criteria {LA.C.2.3.1} {LA.C.2.3.2} {LA.C.3.3.1} {LA.C.3.3.3}

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	<p>10. Develops a rating sheet 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 (L.A.C.1.3.3) (L.A.C.2.3.1) (L.A.C.2.3.2) (L.A.C.3.3.1) {LS-14} {LVS.15} {LVS.16}</p> <p>11. Demonstrates appropriate listening and/or viewing skills in a variety of settings, such as viewing film, television, drama, music, dance (L.A.C.1.3.1) (L.A.C.1.3.2) (L.A.C.2.3.1) {LVS.5} {LVS.7}</p> <p>12. Summarizes the main concept and lists supporting details in a nonprint message {LVS.11}</p> <p>13. Understands ways mass media may enhance or manipulate information {LVS.17}</p> <p>14. Identifies biases and stereotypes and responds to persuasive techniques and nonverbal cues in a nonprint message {LVS.12} {LVS.13}</p> <p>15. Gains an understanding and appreciation of self and others through listening to, discussing, and viewing multicultural materials such as read-alouds, videos, audios, films (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.D.1.3.2) (L.A.D.12.3.4) (L.A.E.2.3.4)</p>	

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<p>V Information Literacy/Study and Test-Taking Skills</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Uses the most efficient, credible resources/reference sources electronic technology, print, visuals - to access, analyze, and synthesize information on a given topic, such as dictionary, thesaurus, encyclopedia, atlas, newspaper, magazine, literary work, human resource, 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.2.3.1) (L.A.B.2.3.4) {R.13} {L.4} 2. Interprets and/or constructs questionnaires and graphics, such as charts, tables, diagrams, graphs, maps, labels, and signs (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.B.2.3.5) {R.12} 3. Paraphrases, summarizes, and synthesizes information from different sources (L.A.A.1.3.4) (L.A.A.2.3.5) (L.A.A.2.3.7) (L.A.B.2.3.1) {R.14} 4. Gathers, classifies, records and summarizes data from acknowledged sources of reference for the production of an investigative paper or a formal presentation (L.A.A.2.3.5) (L.A.A.2.3.6) (L.A.A.2.3.7) {R.13} {R.14} {L.5} 5. Produces a bibliography to acknowledge reference sources, and understands the nature and ramifications of plagiarism in written and mass media (L.A.D.2.3.7) {R.16} 6. Understands ways laws govern use of mass media (e.g., plagiarism, copyright, libel, slander) {L.18} 7. Selects appropriate technology for a variety of tasks, such as research, learning, and composing (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.14} {L.15} {L.16} 8. Investigates personal interests that could level to career choices 	<ol style="list-style-type: none"> A. Given a particular subject to investigate, the student will use four appropriate resource/reference materials, develop an organizational framework, and generate a written 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) (L.A.B.2.3.2) B. The student will demonstrate appropriate study and test-taking skills practiced throughout the year on a variety of teacher-made tests and state 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)

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	<p>9. Uses parts of a book, such as the title page, copyright page, table of contents, chapter divisions, glossary index, margin notes, and appendices (L.A.A.2.3.6) {R.4}</p> <p>10. Uses study skills techniques, such as previewing, reviewing, predicting content, skimming and scanning, reading for detail, graphic organizers, note-taking, outlining, summarizing, peer questioning, and student generated questions (L.A.A.1.3.4) (L.A.A.2.3.1) (L.A.B.2.3.1) (L.A.B.2.3.2) {R.1} {R.4} {R.8} {R.14}</p> <p>11. Uses home study strategies such as setting up a time management plan and recognizing an effective study environment</p> <p>12. 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 and essay questions (L.A.B.1.3.1) (L.A.B.1.3.2) (L.A.B.2.3.3)</p>	