

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} 2. 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 setting such a flexible groups, rereading, paired 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, more than 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 {R.3} {R.11} 7. Explores how literature is influenced by and reflects culture (L.A.D.1.3.1) (L.A.E.2.3.4) {L.2} {L.3} {R.12} {R.25} 8. Interprets and evaluates reading selections using examples and inferences from the text (L.A.A.1.3.2) (L.A.A.2.3.1) {R.1} {R.3} 	<ol style="list-style-type: none"> A. After independently reading a short story or novel, the student will create a graphic and 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) d. and citing specific evidence from the text that supports this analysis (L.A.A.2.3.2) (L.A.B.1.3.2) (L.A.B.2.3.1) (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 independently reading a <u>non-fiction</u> selection at or above 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 c. including a written explanation of that graphic choice d. composing an original non-fiction piece which parallels the structure of the given selection (L.A.A.2.3.1) (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>9. 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}</p> <p>10. 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.24} {Lit.18}</p> <p>11. Compares and contrasts themes in classic and contemporary literature {Lit.1}</p> <p>12. Analyzes common elements such as characters, plots, setting, conflicts and resolutions within and across texts {Lit.2} {Lit.3} {Lit.4} {Lit.5} {Lit.15}</p> <p>13. Applies reading/critical thinking skills, such as recognizing propaganda, drawing conclusions, making judgments based on text information, clarifying information, using evidence from a selection to support fact and opinion, identifying ethical and unethical statements in text, and delineating 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>14. 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>15. Chooses appropriate informational reading skills/strategies, such as previewing a text, timed reading, skimming and scanning {R.1}</p> <p>16. Interprets reading material, such as newspapers, periodicals, instructions, schedules, maps, graphs, charts, tables (L.A.D.2.3.6) {R.18} {R.19}</p>	

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	<p>17. 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} {LVS.18}</p> <p>18. Analyzes story elements, such as characterization, plot (conflict/ problem, chain of events, climax, resolution), setting, theme, point of view, mood, 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> <p>19. Analyzes common elements such as characters, plots, settings, conflicts and resolutions within and across texts {Lit.2} {Lit.3} {Lit.4} {Lit.5} {Lit.17}</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. Reads, identifies, and summarizes literary forms, such as poetry, short stories, drama, fables, folktales, myths, novels, essays, biographies, autobiographies, with emphasis on the short story and the novel (L.A.E.1.3.4) {Lit.15} {Lit.16}</p> <p>22. Understands different literary approaches that are used in the study of literature {L.24}</p> <p>23. Interprets and analyzes 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>24. Understands the ways line length, punctuation and rhythm contribute to the overall effect of a poem {Lit.14}</p> <p>25. Analyzes elements of author’s craft, such as foreshadowing, flashbacks, symbolism, irony (L.A.E.1.3.3) {Lit.9} {Lit.11}</p>	

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	<p>26. 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> <p>27. 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.2.3.4) (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>28. 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.2.3.8) {Lit.21} {Lit.27}</p> <p>29. 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>30. 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>	

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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/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 (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.9} {W.19} {L.1} 3. Drafts and revises student-generated pieces of writing which: <ul style="list-style-type: none"> - identify audience and purpose - have controlling ideas (topic sentences) 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 (LA.B.1.3.2) (LA.B.1.3.3) (LA.D.1.3.1) {W.3} {W.4} {W.6} {W.7} {W.8} {W.15} {L.11} 	<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. five pieces of polished writing in a variety of modes including narrative/expressive, expository, and persuasive c. a written explanation for each choice d. a written introduction to the portfolio in which the student evaluates what this body of work reflects about his/her strengths and weaknesses as a writer (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 three or four paragraph piece of writing which includes: <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, excluding extraneous information b. an organizational pattern for the reader to follow c. supporting ideas that are developed and elaborated through the use of details, examples, and vivid language d. appropriate figurative language e. sentence variety and the conventions of standard written English (LA.B.1.3.2) (LA.B.1.3.3) (LA.B.2.3.3) (LA.D.1.3.1) (LA.D.1.3.3)

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	<ol style="list-style-type: none"> 4. Edits pieces of self- and peer-generated writing to follow conventions of Standard English: <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 (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} 5. Develops and uses an appropriate plan of organizational development, such as cause and effect, comparison and contrast, order of importance (L.A.B.1.3.1) (L.A.B.2.3.2) {W.8} 6. Writes in a variety of modes: <ul style="list-style-type: none"> - expository: such as explanations, analyses, reports, steps in a process - persuasive: such as commercials, advertisements, essays, and speeches - narrative/expressive: such as journals, narratives, poetry, short stories, drama (L.A.B.2.3.3) (L.A.D.2.3.3) (L.A.E.1.3.4) {W.20} 7. Produces pieces of writing of two to four 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} 	

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<p>III Language/Word Study</p>	<ol style="list-style-type: none"> 10. Produces a piece of writing of two to four paragraphs which includes ideas from several sources, giving credit to authors when using their work (L.A.B.2.3.3) {L.5} 11. Produces a bibliography to acknowledge reference sources {W.16}{W.21} 12. Uses a variety of technology as appropriate in the writing process (L.A.B.2.3.4) {W.16} {W.21} 13. 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 <ol style="list-style-type: none"> 1. Expands advanced 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} 2. Examines context of sentence, paragraph, or passage to gain meaning of unfamiliar words (L.A.A.1.3.2) {R.2} 3. Determines appropriate meaning for a word with multiple meanings in context of a passage (L.A.A.1.3.2) {R.2} 4. Uses and analyzes analogies {R.6} 5. 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.2} {R.6} {L.6} 6. Uses and understands synonyms, antonyms, and homonyms {R.6} {L.9} 	<p>A. Given a literary selection of prose or poetry with a clear tone, the student will demonstrate the ability to use advanced vocabulary by rewriting the selection changing the tone through the use of precise word choice (L.A.B.2.3.3)</p>

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<p>IV Listening/Speaking/Viewing</p>	<p>7. Analyzes the differences between the connotation and denotation of a word (L.A.A.1.3.3) (L.A.D.1.3.4) {R.6} {L.9}</p> <p>8. 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> <p>9. Analyzes 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>10. Acquires and strengthens a personal, active vocabulary in speaking and writing in an interdisciplinary/integrated context {L.9}</p> <p>11. Knows when to use formal and informal English based on audience and purpose {L.4}{L.10}</p> <p>12. Identifies slang, both past and present, and analyzes words and sentence patterns that have changed meaning over time {L.7}{L.8}</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) {LVS.12} {LVS.13} {L.12} {L.13}</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) {LVS.2} {LVS.8} {LVS.18}</p>	<p>A. The student will independently develop and deliver an oral speech or presentation at least three minutes long 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. uses 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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	<ol style="list-style-type: none"> 4. Participates in group discussions, alternating between roles of contributor and leader {LVS.19} 5. Develops and/or follows a set of oral or visual directions {LA.B.2.3.2} {LA.C.1.3.1} {LA.C.1.3.2} {LVS.1} 6. Analyzes 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} 7. Formulates questions and conducts an interview {LVS.2} 8. Develops and delivers oral presentations, such as poetry readings, monologues, choral readings, dramatizations, and reports, with emphasis on informing, using appropriate delivery techniques {LA.C.3.3.3} {LA.D.2.3.4} {LVS.14} {LVS.17} {LVS.20} {LVS.21} {LVS.22} {LVS.23} 9. 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.16} {LVS.17} {LVS.20} {LVS.21} {LVS.22} {LVS.23} 10. Develops 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} 11. Listens attentively to recognize major points of emphasis by identifying facts, details, sequence and other literal content {LA.A.2.3.1} {LA.C.1.3.2} {LA.C.2.3.1} {LVS.9} {LVS.11} 	

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<p>V Information Literacy/Study and Test-Taking Skills</p>	<p>12. 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> <p>13. 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 (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) (LA.E.2.3.4) {LVS.4} {LVS.5} {LVS.10}</p> <p>The following objectives support competencies A and B.</p> <p>1. Selects the most efficient, credible reference source to find information on a given topic - uses appropriate electronic technology - obtains information from dictionary, thesaurus, encyclopedia, atlas, newspaper, magazine, literary work, human resources, phone book, table of contents, schedule, periodical, almanac, index, and/or card catalogue (LA.A.2.3.5) (LA.A.2.3.6) (LA.B.2.3.4) {R.19} {R.20}</p> <p>2. Interprets and analyzes graphics such as charts, tables, diagrams, graphs, maps, labels, signs (LA.A.2.3.5) (LA.A.2.3.7) {R.19} {R.21}</p> <p>3. Constructs and uses a framework (graphic or other) for organizing information (LA.A.1.3.4) (LA.A.2.3.1) (LA.A.2.3.5) (LA.A.2.3.7) (LA.B.2.3.2) {R.21}</p> <p>4. Paraphrases, summarizes, or synthesizes content from a variety of sources (LA.A.1.3.4) (LA.A.2.3.5) (LA.A.2.3.7) (LA.B.2.3.1) {R.19} {R.20}</p> <p>5. Combines information from different sources to develop a product (LA.A.1.3.4) (LA.A.2.3.5) (LA.A.2.3.7) {R.10} {L.5} {W.5}</p>	<p>A. Given a particular subject to investigate, the student will a. use three or more appropriate resource/reference materials b. develop an organizational framework c. generate a project and a written product which draws from and gives credit to sources (LA.A.1.3.4) (LA.A.2.3.1) (LA.2.3.5) (LA.2.3.6) (LA.B.2.3.1) (LA.B.2.3.2) (LA.D.2.3.5)</p> <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 Assessment Test in Writing (Florida Writes!) (LA.B.2.3.3)</p>

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	<p>6. Acknowledges sources of references and understands the ways laws govern use of written works and mass media (e.g., plagiarism, copyright, libel, slander) (L.A.D.2.3.7) {L.18}</p> <p>7. Uses 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) {L.14} {L.15} {L.16}</p> <p>8. Understands ways mass media may enhance or manipulate information {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. Applies study skill techniques, such as previewing and predicting content, student-generated questions, skimming and scanning, reading for details, notetaking, summarizing graphic organizers, reviewing (L.A.A.1.3.4) (L.A.A.2.3.1) (L.A.B.2.3.1) {R.1} {R.4} {R.8} {R.18} {R.21}</p> <p>11. Uses home study strategies such as setting up a time management plan and recognizing an effective study environment</p> <p>12. Employs 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>	