

COMPONENT	OBJECTIVES	COMPETENCY
I Listening/Viewing	<ol style="list-style-type: none"> <li>Follow multi-step oral directions. (LA.A.2.4.1) (LA.C.1.4.1)</li> <li>Use appropriate phonemic skills. (LA.C.3.4.2) (LA.D.1.4.2)</li> <li>Select the main idea of an oral/media presentation. (LA.A.2.4.1) (LA.C.2.4.1) (LA.C.3.4.2)</li> <li>Recognize the sequence of important details in an oral/media presentation. (LA.A.2.4.1) (LA.C.3.4.1) (LA.C.3.4.2)</li> <li>Recognize simple transitional words that illustrate the patterns and rules in semantic structure, symbols, and sounds that convey the meaning in an oral/media presentation. (LA.A.1.4.3) (LA.C.3.4.2) (LA.C.3.4.4)</li> <li>Identify specific information that supports the feeling of a spoken message. (LA.A.2.4.1) (LA.C.1.4.3) (LA.C.2.4.1) (LA.C.3.4.3)</li> <li>Determine the accuracy of an oral presentation. (LA.A.2.4.1) (LA.C.1.4.4) (LA.C.2.4.1)</li> </ol>	<p>A. The student, individually or as part of a group, will be able to understand and respond to a variety of oral/media presentations as follows:</p> <ol style="list-style-type: none"> <li>responds to stated multi-step directions; (LA.C.1.4.1)</li> <li>is aware of language that conveys the meaning of an oral/media presentation in formal and informal settings; (LA.C.1.4.1) (LA.C.1.4.3) (LA.C.3.4.4)</li> <li>recognizes language patterns that organize the meaning of an oral/media presentation; (LA.A.1.4.3) (LA.C.1.4.3) (LA.D.2.4.1)</li> <li>is aware of the language that conveys the feelings and messages sent in an oral/media presentation; and (LA.A.2.4.1) (LA.A.2.4.2) (LA.C.1.4.3) (LA.C.2.4.1)</li> <li>responds to an oral or written prompt for assessment. (LA.A.2.4.8) (LA.C.1.4.1)</li> </ol>
II Speaking	<ol style="list-style-type: none"> <li>Use correct English language pronunciation when giving an oral presentation. (LA.C.3.4.1) (LA.C.3.4.4)</li> <li>Participate in group oral activities, such as oral reading, conversations, and role-playing. (LA.C.1.4.2) (LA.C.1.4.3) (LA.C.1.4.4)</li> <li>Use appropriate language in formal and informal communication for a variety of purposes including academic, vocational, and social. (LA.A.1.4.3) (LA.C.1.4.2) (LA.C.3.4.3)</li> </ol>	<p>A. The student, individually or as part of a group, will develop and deliver a message which:</p> <ol style="list-style-type: none"> <li>uses appropriate language to communicate a variety of messages; (LA.A.1.4.3) (LA.C.1.4.2) (LA.C.3.4.3)</li> <li>is able to respond orally and understand a variety of teacher-facilitated informal and formal communications; (LA.A.1.4.3) (LA.C.1.4.2) (LA.C.3.4.3)</li> </ol>

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III Vocabulary/Structures	<p>4. Participate in oral activities using academic vocabularies included in literature, nonfiction, and writing. (LA.B.2.4.2) (LA.C.1.4.2) (LA.C.3.4.2) (LA.C.3.4.4)</p> <p>5. Initiate response to class discussion by using verbal and nonverbal cues. (LA.C.3.4.2) (LA.C.3.4.3) (LA.C.3.4.4)</p> <p>6. Effectively uses facial expressions, gestures, and posture to convey meaning in an oral presentation. (LA.C.3.4.1) (LA.C.3.4.2)</p> <p>7. Use academic, vocational, and social oral communication. (LA.A.1.4.3) (LA.D.1.4.2)</p> <p>8. Prepare and deliver a presentation pertaining to careers. (LA.C.3.4.2) (LA.C.3.4.3) (LA.C.3.4.4)</p>	<p>c. is able to communicate in group activities and generate decisions based on information; (LA.C.3.4.2) (LA.C.3.4.3) (LA.C.3.4.4)</p> <p>d. demonstrates an ability to participate in discussion using kinesic and verbal abilities to convey a message; and (LA.C.3.4.2) (LA.C.3.4.4)</p> <p>e. is aware of assessment techniques used in oral communication (rubric). (LA.C.3.4.2)</p>
	<p>1. Use context clue strategies in speaking and reading to determine the connotations and denotations of words in oral presentations and compositions. (LA.A.1.4.2) (LA.A.1.4.3) (LA.B.1.4.2) (LA.C.3.4.2)</p> <p>2. Use compound words in sentences. (LA.B.1.4.2) (LA.B.1.4.3)</p> <p>3. Select and correctly spell consumer, academic, and career-related vocabulary in oral and written communication. (LA.A.1.4.3) (LA.B.1.4.3) (LA.D.1.4.2)</p> <p>4. Understand word conventions, such as contractions and possessives. (LA.B.1.4.2) (LA.B.1.4.3) (LA.D.2.4.1)</p> <p>5. Understand and utilize dictionary skills including finding the derivations of words. (LA.A.1.4.2) (LA.A.1.4.3) (LA.A.2.4.4) (LA.A.2.4.6) (LA.D.1.4.2)</p> <p>6. Understand the correlation between words. (LA.A.1.4.2) (LA.A.1.4.3)</p>	<p>A. The student, individually or as part of a group, will demonstrate knowledge of vocabulary as follows:</p> <p>a. uses specific vocabulary words in oral and written communication to convey meaning; (LA.B.1.4.2) (LA.C.3.4.2) (LA.D.1.4.1) (LA.D.1.4.2) (LA.D.2.4.2)</p> <p>b. uses a journal to practice using acquired vocabulary in simple paragraphs; (LA.A.1.4.4) (LA.B.2.4.2)</p> <p>c. is able to locate words in a dictionary for translation and retelling in oral and written communication; (LA.A.1.4.2) (LA.A.1.4.3) (LA.A.2.4.4) (LA.A.2.4.6)</p> <p>d. defines words and comprehends text using context clues; (LA.A.1.4.2) (LA.A.1.4.3) (LA.C.3.4.2)</p>

COMPONENT	OBJECTIVES	COMPETENCY
IV Reading/Literature	<p>7. Organize information into logical grouping/sequence of events. (LA.A.1.4.2) (LA.A.2.4.3) (LA.A.2.4.4)(LA.B.2.4.1) (LA.B.2.4.2) (LA.C.2.4.1)</p> <p>1. Select pre-reading strategies. (LA.A.1.4.1) (LA.A.1.4.2)</p> <p>2. Use the who, what, where, when, how, and why of a simplified literary selection to construct meaning from text. (LA.A.1.4.1) (LA.E.2.4.1) (LA.E.2.4.2)</p> <p>3. Apply the appropriate vocabulary strategies to understand words including denotations and connotations. (LA.A.1.4.2) (LA.A.1.4.3) (LA.C.3.4.2) (LA.D.2.4.2)</p> <p>4. Draw conclusions based on a sequence of events in a reading selection. (LA.A.2.4.1)</p> <p>5. Restate and paraphrase the stated or implied main idea or message of a reading passage or poem. (LA.A.2.4.1)</p> <p>6. Determine the relevant details of a paragraph that support the main idea. (LA.A.1.4.2) (LA.A.2.4.1) (LA.B.1.4.2)</p> <p>7. Distinguish between fact and opinion, fiction, and nonfiction in text. (LA.A.1.4.2) (LA.A.2.4.5) (LA.E.2.4.4) (LA.E.2.4.7)</p> <p>8. Differentiate between cause and effect relationships in simplified reading selections. (LA.A.2.4.1)</p>	<p>e. is able to use vocabulary graphic organizers; and (LA.A.1.4.2) (LA.A.1.4.3) (LA.B.1.4.1)</p> <p>f. illustrates mastery of acquired vocabulary in a variety of oral and written assessment venues. (LA.A.1.4.3) (LA.B.1.4.3)</p> <p>A. The student, individually or as part of a group, will be able to incorporate reading strategies as follows:</p> <p>a. uses pre-reading strategies to understand text; (LA.A.1.4.1) (LA.A.1.4.2)</p> <p>b. uses reading strategies to interpret a poem and recognize different rhyming schemes; (LA.A.1.4.1) (LA.A.1.4.3) (LA.A.2.4.1) (LA.A.2.4.3) (LA.A.2.4.4) (LA.E.2.4.3)</p> <p>c. uses inquiry to determine certain elements in a reading passage that generate comprehension; (LA.A.1.4.1) (LA.A.1.4.2) (LA.A.2.4.4) (LA.A.2.4.8)</p> <p>d. is able to categorize information from a text to draw conclusions; (LA.A.2.4.1) (LA.A.2.4.2) (LA.A.2.4.4) (LA.A.2.4.6) (LA.A.2.4.8)</p> <p>e. keeps a journal for reader response and personal reflection generated from reading; (LA.A.1.4.4) (LA.B.2.4.2)</p> <p>f. is aware of literary devices and their role in determining the author's purpose; (LA.D.2.4.2) (LA.E.2.4.1) (LA.E.2.4.2)</p>

COMPONENT	OBJECTIVES	COMPETENCY
V Study Skills	<p>9. Identify literary and poetic devices and conventions of short stories, dramatic pieces, nonfiction, and poetry. (L.A.E.1.4.1) (L.A.E.1.4.4.) (L.A.E.2.4.2) (L.A.E.2.4.3)</p> <p>10. Identify the use of comparison and contrast in a text. (L.A.A.2.4.1) (L.A.A.2.4.5) (L.A.D.2.4.2)</p> <p>11. Identify the author's purpose in a text. (L.A.A.2.4.2) (L.A.E.2.4.5)</p> <p>12. Identify characteristics of literary genres, i.e., short story, poetry, drama, novel, essay, and nonfiction. (L.A.E.1.4.1) (L.A.E.1.4.4) (L.A.E.2.4.1) (L.A.E.2.4.2) (L.A.E.2.4.3)</p> <p>13. Identify similarities and differences between the main characters of short stories. (L.A.E.2.4.2)</p> <p>14. Identify similar and different viewpoints found in nonfiction readings. (L.A.E.2.4.4) (L.A.E.2.4.7) (L.A.E.2.4.8)</p>	<p>g. uses graphic organizers to categorize information and comprehend the main idea of a text as well as make comparisons, contrasts, and distinctions; and (L.A.A.1.4.2) (L.A.B.1.4.1) (L.A.B.2.4.2)</p> <p>h. is able to respond to text-based questions in a variety of formats for assessment. (L.A.B.2.4.1) (L.A.E.2.4.6) (L.A.E.2.4.7) (L.A.E.2.4.8)</p>
	<p>1. Organize information for comprehension. (L.A.A.1.4.2) (L.A.A.2.4.4) (L.A.A.2.4.8) (L.A.B.1.4.1) (L.A.B.2.4.1) (L.A.B.2.4.3)</p> <p>2. Highlight keywords in a text to construct meaning. (L.A.A.1.4.1) (L.A.A.1.4.2) (L.A.A.1.4.3)</p> <p>3. Predict the meaning of a reading passage based on titles, subtitles, and illustrations. (L.A.A.1.4.1) (L.A.A.1.4.2)</p> <p>4. Recognize patterns of information in a text. (L.A.A.1.4.2) (L.A.B.2.4.2)</p> <p>5. Organize time and materials and follow written directions. (L.A.A.2.4.4) (L.A.A.2.4.8) (L.A.B.2.4.2)</p>	<p>A. The student will demonstrate an ability to organize information and increase reading proficiency in the following manner:</p> <p>a. is able to recognize appropriate pre/post reading strategies to facilitate text comprehension; (L.A.A.1.4.1) (L.A.A.1.4.2) (L.A.A.1.4.4) (L.A.A.2.4.8)</p> <p>b. uses highlighting, note taking, and graphic organizers to understand text; (L.A.A.1.4.1) (L.A.A.1.4.2) (L.A.A.1.4.3) (L.A.A.1.4.4) (L.A.B.2.4.1) (L.A.B.1.4.1)</p> <p>c. is able to locate information using a variety of written and technological resources; and (L.A.A.2.4.6) (L.A.A.2.4.8) (L.A.B.2.4.4)</p>

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VI Writing	<p>6. Take effective notes using a variety of writing strategies. (LA.A.1.4.4) (LA.B.2.4.1)</p> <p>7. Understand parts of a textbook and use them to understand text. (LA.A.1.4.1) (LA.A.1.4.4)</p> <p>8. Determine appropriate study and research skills and technological resources to locate information for specific purposes. (LA.A.2.4.6) (LA.A.2.4.7) (LA.A.2.4.8) (LA.B.2.4.4) (LA.D.2.4.4)</p> <p>9. Examine the parts of a research paper. (LA.B.1.4.2) (LA.B.1.4.3)</p> <p>10. Use the classified section of the newspaper and electronic databases to identify job opportunities. (LA.A.2.4.4) (LA.A.2.4.6) (LA.A.2.4.7) (LA.A.2.4.8) (LA.B.2.4.4)</p>	<p>d. is able to complete timed assignments. (LA.A.1.4.4) (LA.A.2.4.8) (LA.B.2.4.2)</p>
	<p>1. Use pre-writing strategies. (LA.B.1.4.1)</p> <p>2. Write simple declarative, interrogative, exclamatory, and imperative sentences. (LA.B.1.4.2)</p> <p>3. Write detailed sentences that use adjectives and prepositional phrases. (LA.B.1.4.2) (LA.B.1.4.3)</p> <p>4. Fill out common forms, charts, and graphs. (LA.B.1.4.3) (LA.B.2.4.2)</p> <p>5. Write for a variety of purposes, i.e., personal and business letters, resumes, messages, forms, reports, and electronic publications. (LA.B.2.4.3) (LA.B.2.4.4)</p> <p>6. Respond to an oral or written timed prompt. (LA.B.1.4.2) (LA.B.2.4.1) (LA.C.2.4.1)</p>	<p>A. The student will demonstrate writing proficiency in the following manner:</p> <ul style="list-style-type: none"> <li>a. uses pre-writing strategies to address a prompt effectively; (LA.B.1.4.1)</li> <li>b. incorporates a variety of sentence types to convey meaning in writing; (LA.B.1.4.2) (LA.B.1.4.3) (LA.B.2.4.3)</li> <li>c. is able to complete forms, charts, and graphs with an intended purpose; (LA.B.1.4.3) (LA.B.2.4.2)</li> <li>d. is able to identify the differences in writing formats; (LA.B.2.4.1) (LA.B.2.4.3)</li> <li>e. is able to respond to a writing prompt for assessment; and (LA.B.1.4.2) (LA.B.2.4.1)</li> <li>f. is able to use a rubric for self-assessment. (LA.B.1.4.2) (LA.B.1.4.3)</li> </ul>

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VII Culture	<p>7. Use common conventions in writing such as grammar, spelling, punctuation, and capitalization. (L.A.B.1.4.3)</p> <p>8. Write a short, controlled composition expressing ideas clearly. (L.A.B.1.4.2) (L.A.B.2.4.1)</p> <p>9. Write persuasive and expository responses. (L.A.A.2.4.5) (L.A.B.1.4.2) (L.A.B.2.4.1) (L.A.B.2.4.3)</p> <p>10. Use research skills. (L.A.A.2.4.4) (L.A.A.2.4.6) (L.A.B.1.4.3) (L.A.B.2.4.1) (L.A.B.2.4.2) (L.A.B.2.4.3) (L.A.B.2.4.4)</p> <p>11. Identify a variety of writing formats. (L.A.B.2.4.1) (L.A.B.2.4.3)</p> <p>12. Apply rubrics to assess writing. (L.A.B.1.4.2) (L.A.B.1.4.3)</p> <p>13. Construct a job portfolio. (L.A.B.2.4.2) (L.A.B.2.4.4)</p> <p>1. Identify mores and values from given readings that contrast with students' home cultures. (L.A.A.2.4.2) (L.A.D.1.4.1) (L.A.D.2.4.1) (L.A.E.1.4.3) (L.A.E.1.4.5)</p> <p>2. Recognize patriotic and folkloric characters and symbols as illustrated in reading passages. (L.A.E.1.4.1) (L.A.E.1.4.3) (L.A.E.2.4.2) (L.A.E.2.4.4)</p> <p>3. Participate in the discussion of aspects of proxemics and kinesics in the home culture (formal and informal situations) e.g., eye contact, body distance, body movement, facial expressions. (L.A.C.2.4.2) (L.A.C.3.4.1) (L.A.C.3.4.4)</p> <p>4. Compare and contrast American cultural themes as experienced in literary selections. (L.A.E.1.4.3) (L.A.E.1.4.5) (L.A.E.2.4.6) (L.A.E.2.4.7) (L.A.E.2.4.8)</p>	<p>A. The student will demonstrate an awareness and sensitivity to diverse cultures and career-related opportunities as illustrated in text and multimedia presentations in the following manner:</p> <p>a. is aware of the diversity in cultures as illustrated in literature; and (L.A.E.1.4.3) (L.A.E.1.4.5)</p> <p>b. is aware of the symbolism exhibited by cultures in a text. (L.A.E.1.4.1) (L.A.E.1.4.3) (L.A.E.2.4.2) (L.A.E.2.4.4) (L.A.E.2.4.8)</p>