

COMPONENT	OBJECTIVES	COMPETENCY
I Listening/Viewing	<ol style="list-style-type: none"> Follow multi-step implied oral instructions. (LA.A.2.4.1) (LA.C.1.4.1) Apply mastery of phonemic awareness to listening and viewing situations when constructing meaning from an oral/media presentation. (LA.C.3.2.4) Paraphrase the main idea of an oral/media presentation. (LA.A.2.4.1) (LA.C.2.4.1) Classify the sequence of details in an oral presentation and comprehend a range of transitions. (LA.A.2.4.1) (LA.B.1.4.2) (LA.C.3.4.1) (LA.C.3.4.2) Evaluate the accuracy and validity of the information presented in an oral presentation. (LA.A.2.4.1) (LA.C.2.4.1) Evaluate the information received through oral/media presentation. (LA.C.1.4.1) Evaluate the speaker's purpose for communication. (LA.C.1.4.1) Analyze the effect of tone, mood, volume, dialect, and diction of an oral/media presentation. (LA.A.2.4.1) (LA.B.2.4.3) (LA.C.1.4.3) (LA.C.2.4.1) (LA.C.3.4.1) 	<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"> responds to stated multi-step directions that lead to decision making; (LA.C.1.4.1) is able to compare and contrast the use of language that conveys certain meanings in an oral/media presentation presented through formal and informal settings; (LA.C.1.4.3) (LA.C.3.4.3) (LA.C.3.4.4) (LA.D.1.4.2) analyzes language patterns in order to organize information that constructs the meaning of an oral/media presentation; (LA.C.1.4.3) (LA.C.3.4.2) (LA.D.1.4.2) determine the author's purpose in an oral/media presentation; and (LA.C.1.4.1) responds to an oral or written prompt for assessment. (LA.A.2.4.8) (LA.C.1.4.1)
II Speaking	<ol style="list-style-type: none"> Use correct English language pronunciation, articulation, and intonation to convey a specific message. (LA.C.3.4.1) (LA.C.3.4.4) Participate in common types of one-to-one communication activities, such as face-to-face conversations, telephone calls, and interviews. (LA.C.3.4.2) (LA.C.3.4.3) (LA.C.3.4.4) 	<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"> uses appropriate language to communicate a variety of messages that include persuasive techniques; (LA.C.3.4.1) (LA.C.3.4.3) (LA.C.3.4.4) (LA.C.3.4.5)

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	<ol style="list-style-type: none"> Participate in and generate common types of group oral communication activities, such as group discussion, class discussion, oral readings, role-playing, and group reports. (LA.C.1.4.3) (LA.C.3.4.2) (LA.C.3.4.4) Prepare and deliver an original response using appropriate voice and tone. (LA.C.3.4.1) (LA.C.3.4.4) Demonstrate appropriate means of written/oral communication. (LA.C.1.4.1) (LA.C.1.4.3) Select appropriate academic, career, and social oral communication for a given situation. (LA.A.1.4.3) (LA.C.1.4.4) (LA.C.3.4.1) Evaluate oral activities using academic vocabularies included in literature, nonfiction, and writing. (LA.A.1.4.3) (LA.C.3.4.1) (LA.C.3.4.2) (LA.C.3.4.3) (LA.D.1.4.2) Interview an individual from a career of interest or about a problem related to that field. (LA.C.1.4.1) (LA.C.3.4.2) (LA.C.3.4.4) 	<ol style="list-style-type: none"> b. is able to express opinions when responding orally and understands a variety of teacher-facilitated informal and formal communications; (LA.A.1.4.3) (LA.C.1.4.2) (LA.C.3.4.3) c. is able to generate decisions and draw conclusions from communication with groups; (LA.C.1.4.3) (LA.C.3.4.2) (LA.C.3.4.3) d. demonstrates an ability to participate in discussions using kinesic and verbal abilities to convey a message; and (LA.C.3.4.2) (LA.C.3.4.4) e. is aware of assessment techniques used in oral communication (rubric). (LA.C.3.4.2)
III Vocabulary/Structures	<ol style="list-style-type: none"> Apply a variety of strategies that include the use of phonics, word structure, spelling, and context clues to understand vocabulary. (LA.A.1.4.2) (LA.A.1.4.3) (LA.B.1.4.3) Construct compound words to use in written and oral communication. (LA.B.1.4.2) (LA.B.2.4.3) Choose specific survival, consumer, academic, and career-related language for oral and written communication and make appropriate adjustments. (LA.A.1.4.3) (LA.C.1.4.1) (LA.D.1.4.2) 	<ol style="list-style-type: none"> A. The student, individually or as part of a group, will demonstrate knowledge of vocabulary as follows: <ol style="list-style-type: none"> a. is able to use phonics and word structure to construct meaning; (LA.A.1.4.2) (LA.A.1.4.3) (LA.B.1.4.3) b. is aware of word relationships used 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) c. writes in a journal to practice using acquired vocabulary in compositions; (LA.A.1.4.4) (LA.B.2.4.2)

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IV Reading/Literature	<p>4. Effectively use technical language related to careers. (LA.A.1.4.3) (LA.C.1.4.1) (LA.D.1.4.2)</p> <p>5. Evaluate the appropriate use of references, i.e., dictionary, thesaurus, and technology for written and oral communication. (LA.A.1.4.3) (LA.A.2.4.6) (LA.A.2.4.7) (LA.D.2.4.4)</p> <p>6. Construct word relationships through analogies. (LA.A.1.4.2) (LA.A.1.4.3)</p> <p>7. Evaluate logical grouping of words and sequence of events to convey meaning. (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>d. is able to use resources to determine the different meanings of words; (LA.A.1.4.3) (LA.A.2.4.4) (LA.A.2.4.6) (LA.A.2.4.7)</p> <p>e. uses context clues to draw inferences; (LA.A.1.4.2) (LA.A.1.4.3) (LA.C.3.4.2)</p> <p>f. is able to use vocabulary graphic organizers to compare words and decipher their meanings; (LA.A.1.4.1) (LA.B.1.4.1) (LA.B.2.4.2)</p> <p>g. uses a journal to practice analogies; and (LA.A.1.4.2) (LA.A.1.4.3) (LA.A.1.4.4) (LA.B.2.4.2)</p> <p>h. 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>1. Determine pre- and post-reading strategies to make and confirm inferences for text comprehension. (LA.A.1.4.1) (LA.A.1.4.2)</p> <p>2. Analyze the who, what, where, when, how, and why of a literary selection to construct meaning from text. (LA.A.2.4.1) (LA.E.2.4.1) (LA.E.2.4.2)</p> <p>3. Apply the appropriate vocabulary strategies to understand words and recognize the tone and mood of a text. (LA.A.1.4.2) (LA.D.2.4.2)</p> <p>4. Determine how the sequence of events constructs the author's purpose. (LA.A.2.4.1) (LA.A.2.4.2) (LA.E.2.4.5)</p> <p>5. Interpret and paraphrase the meaning of an implied and stated main idea of a reading passage or poem. (LA.A.2.4.1)</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 analyze text and generate a written or oral response; (LA.A.1.4.1) (LA.A.1.4.2) (LA.A.1.4.4)</p> <p>b. uses reading strategies to interpret a poem, recognizes rhyming schemes, and models poetry writing; (LA.A.1.4.1) (LA.A.1.4.2) (LA.A.2.4.1) (LA.A.2.4.3) (LA.B.2.4.3) (LA.E.2.4.3) (LA.E.2.4.4)</p> <p>c. selects appropriate strategies of inquiry (QAR, reciprocal teaching, KWL) to determine important information and the main idea in reading; (LA.A.1.4.1) (LA.A.1.4.2) (LA.A.1.4.4)</p>

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	<p>6. Determine the relevant details of a paragraph that support the main idea. (L.A.A.1.4.2) (L.A.A.2.4.1) (L.A.B.1.4.2)</p> <p>7. Differentiate between cause and effect relationships in reading selections. (L.A.A.2.4.1)</p> <p>8. Apply literary devices to define characteristics of literary text and recognize mood, tone, conflict, foreshadowing, and allusions in a reading selection. (L.A.E.1.4.1) (L.A.E.2.4.2) (L.A.E.2.4.4) (L.A.E.2.4.5)</p> <p>9. Examine how comparison and contrast affect the meaning of text. (L.A.A.2.4.1) (L.A.A.2.4.5) (L.A.D.2.4.2)</p> <p>10. Analyze the author's purpose for its effect on text meaning. (L.A.A.2.4.2) (L.A.E.2.4.5)</p> <p>11. Compare and contrast characteristics of various literary genres. (L.A.A.2.4.1) (L.A.A.2.4.5) (L.A.D.2.4.2)</p> <p>12. Analyze genres of literature to understand mood and tone. (L.A.E.1.4.1) (L.A.E.2.4.2) (L.A.E.2.4.4) (L.A.E.2.4.5)</p> <p>13. Determine literary genres and analyze universal themes based on literary text. (L.A.E.1.4.3) (L.A.E.1.4.1)</p> <p>14. Identify literary forms, such as tragedy, comedy, and satire. (L.A.E.1.4.1) (L.A.E.1.4.4)</p> <p>15. Answer literal, inferential, and critical questions related to selected reading passages and support answers with details and examples from the text. (L.A.A.1.4.1) (L.A.A.1.4.2) (L.A.A.1.4.3) (L.A.B.1.4.2) (L.A.B.2.4.1) (L.A.B.2.4.3)</p> <p>16. Identify similarities and differences between the main characters of short stories. (L.A.E.2.4.2)</p>	<p>d. is able to categorize information from a text to make judgments and defend an expressed point of view; (L.A.A.2.4.1) (L.A.A.2.4.2) (L.A.A.2.4.4) (L.A.A.2.4.6) (L.A.A.2.4.8)</p> <p>e. keeps a journal for reader response and personal reflection generated from a variety of reading texts; (L.A.A.1.4.4) (L.A.B.2.4.2)</p> <p>f. is aware of literary devices and their role in determining the author's purpose, tone, and mood; (L.A.D.2.4.2) (L.A.E.2.4.1) (L.A.E.2.4.2)</p> <p>g. uses graphic organizers to categorize information and comprehend the main idea of a text as well as draw comparisons, contrasts, and distinctions; (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.A.2.4.1) (L.A.E.2.4.6) (L.A.E.2.4.7) (L.A.E.2.4.8)</p> <p>i. is able to retell a story through illustration (concept mapping), writing, multimedia, and oral presentations; (L.A.A.1.4.4) (L.A.B.1.4.1) (L.A.B.2.4.1) (L.A.C.1.4.2) (L.A.C.3.4.2) (L.A.C.3.4.3)</p> <p>j. is able to generate conclusions by comparing/contrasting between different literary texts; and (L.A.A.2.4.1) (L.A.A.2.4.5) (L.A.D.2.4.2)</p> <p>k. is aware of the characteristics that define different genres. (L.A.A.2.4.1) (L.A.A.2.4.5) (L.A.D.2.4.2)</p>

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V Study Skills	<p>17. Identify similar and different viewpoints found in nonfiction readings. (LA.E.2.4.4) (LA.E.2.4.7) (LA.E.2.4.8)</p> <p>18. Master the reading benchmarks of the Florida Comprehensive Assessment Test (FCAT). (LA.A.1.4.2) (LA.A.2.4.1) (LA.A.2.4.6)</p> <p>1. Evaluate information in order to draw inferences. (LA.A.1.4.4) (LA.A.2.4.6) (LA.A.2.4.8)</p> <p>2. Highlight keywords in a text to construct meaning. (LA.A.1.4.1) (LA.A.1.4.2) (LA.A.1.4.3)</p> <p>3. Distinguish between titles, subtitles, and illustrations to determine the main idea of the text to draw conclusions. (LA.A.1.4.1) (LA.A.1.4.2) (LA.A.2.4.1) (LA.A.2.4.2)</p> <p>4. Recognize patterns of information that convey meaning. (LA.A.1.4.2) (LA.B.2.4.2)</p> <p>5. Organize time and materials and follow written directions. (LA.A.2.4.4) (LA.A.2.4.8) (LA.B.2.4.2)</p> <p>6. Generate 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 comprehend text. (LA.A.1.4.1) (LA.A.1.4.4)</p> <p>8. Analyze appropriate study and research skills and technological resources to locate and evaluate 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. Use skills to complete a research paper. (LA.B.1.4.2) (LA.B.1.4.3)</p>	<p>A. The student will demonstrate an ability to organize information and increase reading potential through the following:</p> <p>a. is able to use appropriate pre/post reading strategies to facilitate text comprehension; (LA.A.1.4.1) (LA.A.1.4.2) (LA.A.1.4.4) (LA.A.2.4.8)</p> <p>b. is able to analyze text to facilitate comprehension through highlighting, note taking, and graphic organizers; (LA.A.1.4.1) (LA.A.1.4.2) (LA.A.1.4.3) (LA.A.1.4.4) (LA.B.2.4.1) (LA.B.1.4.1)</p> <p>c. is able to locate information using a variety of written and technological resources for purposes of oral and written presentation; (LA.A.2.4.6) (LA.A.2.4.8) (LA.B.2.4.4)</p> <p>d. is able to write a research paper and present for assessment; and (LA.B.1.4.2) (LA.B.1.4.3)</p> <p>e. is able to finish a timed assignment. (LA.A.1.4.4) (LA.A.2.4.8) (LA.B.2.4.2)</p>

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VI Writing	<p>10. Determine the differences between job descriptions in regards to interpersonal skills in career searches. (LA.A.2.4.1) (LA.A.2.4.6) (LA.C.1.4.1)</p> <p>1. Select pre-writing strategies to produce written products. (LA.B.1.4.1)</p> <p>2. Use a combination of sentence structures to create meaningful writing. (LAB.1.4.2) (LA.B.2.4.3)</p> <p>3. Write complex sentences using a variety of phrases. (LA.B.1.3.3)</p> <p>4. Synthesizes information to construct common forms, charts, and graphs. (LA.B.1.4.3) (LA.B.2.4.2)</p> <p>5. Write for a variety of purposes using different formats, 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 prompt and demonstrate a command of expression, word choice, and language. (LA.B.1.4.2) (LA.B.1.4.3) (LA.B.2.4.1) (LA.C.2.4.1)</p> <p>7. Use appropriate conventions in writing, such as grammar, spelling, punctuation, and capitalization. (LA.B.1.4.3)</p> <p>8. Write a detailed composition with a clear purpose. (LA.B.1.4.2) (LA.B.2.4.1)</p> <p>9. Write persuasive and expository essays. (LA.A.2.4.5) (LA.B.1.4.2) (LA.B.2.4.1) (LA.B.2.4.3) (LA.B.2.4.5)</p>	<p>A. The student will demonstrate writing proficiency in the following manner:</p> <p>a. uses pre-writing strategies to address a prompt effectively; (LA.B.1.4.1)</p> <p>b. incorporates a variety of sentence types and specific vocabulary to convey meaning in specific types of writing, i.e., persuasive, expository; (LA.B.1.4.2) (LA.B.1.4.3) (LA.B.2.4.3)</p> <p>c. is able to complete forms, charts, and graphs with an intended purpose; (LA.B.1.4.3) (LA.B.2.4.2)</p> <p>d. demonstrates an ability to stay focused on a prompt and express voice; (LA.B.1.4.2) (LA.B.2.4.3)</p> <p>e. is able to respond to a writing prompt for assessment; and (LA.B.1.4.2) (LA.B.2.4.1)</p> <p>f. is able to use a rubric for self-assessment, peer editing, and scoring. (LA.B.1.4.2) (LA.B.1.4.3)</p>

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VII Culture	<p>10. Apply research skills. (LA.A.2.4.4) (LA.A.2.4.6) (LA.B.1.4.3) (LA.B.2.4.1) (LA.B.2.4.2) (LA.B.2.4.3) (LA.B.2.4.4)</p> <p>11. Use a variety of writing formats. (LA.B.2.4.1) (LA.B.2.4.3)</p> <p>12. Analyze writing based on rubric assessments. (LA.B.1.4.2) (LA.B.1.4.3)</p> <p>13. Revise the career portfolio for specific career opportunities and self-evaluate. (LA.B.1.4.2) (LA.B.2.4.2) (LA.B.2.4.4)</p> <p>1. Apply mores and values from given readings that contrast with students' home cultures in multimedia settings to draw conclusions. (LA.A.2.4.2) (LA.D.1.4.1) (LA.D.2.4.1) (LA.E.1.4.3) (LA.E.1.4.5)</p> <p>2. Analyze the significance of patriotic and folkloric characters and symbols as illustrated in reading passages. (LA.E.1.4.1) (LA.E.1.4.3) (LA.E.2.4.2) (LA.E.2.4.4)</p> <p>3. Evaluate the differences and similarities in aspects of proxemics and kinesics in formal and informal situations as illustrated in media presentations. (LA.C.2.4.2) (LA.C.3.4.1) (LA.C.3.4.4)</p> <p>4. Differentiate American cultural themes as experienced in literary selections and personal experiences. (LA.E.1.4.3) (LA.E.1.4.5) (LA.E.2.4.6) (LA.E.2.4.7) (LA.E.2.4.8)</p>	<p>A. The student will demonstrate an awareness and sensitivity to diverse cultures as illustrated in text and multimedia presentations in the following manner:</p> <p>a. is able to analyze the differences between other cultures and home culture as illustrated in literature and multimedia presentations and draw conclusions; (LA.C.2.4.2) (LA.D.1.4.1) (LA.D.2.4.1) (LA.E.1.4.3) (LA.E.1.4.5)</p> <p>b. is able to understand and reflect on the symbolism in cultural themes; and (LA.E.1.4.1) (LA.E.1.4.3) (LA.E.2.4.2) (LA.E.2.4.4) (LA.E.2.4.8)</p> <p>c. uses a journal to reflect on diversity and symbolism. (LA.B.2.4.1)</p>