

## Course: 5010010 English for Speakers of Other Language-Elementary

<b>Course Number:</b>	5010010
<b>Course Title:</b>	English for Speakers of Other Language-Elementary
<b>Course Abbreviated Title:</b>	ESOL E
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades PreK to 5 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Length:</b>	Year
<b>Status:</b>	State Board Approved
<b>Course Description</b>	<p>This course will be composed of a multilevel classroom with learners from diverse backgrounds at varying English proficiency levels using a standards-based ESOL curriculum. This course supports English Language Learners' acquisition of English in order to learn and to read, write, and communicate orally in English, including the use of appropriate forms of English for different purposes, the importance of culture in various communicative modes, and the importance of active oral language participation within the classroom setting.</p> <p><b>Special Notes:</b>  <b>Instructional Practices</b></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> </ol>

5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### RELATED CERTIFICATIONS (5)

- Option 1:** ELEMENTARY EDUCATION (GRADES K - 6) **plus** ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT
- Option 2:** ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT **plus** PREKINDERGARTEN/PRIMARY EDUCATION (AGE 3 - GRADE 3)
- Option 3:** ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) (GRADES K - 12)
- Option 4:** ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT **plus** PRIMARY EDUCATION (GRADES K - 3)
- Option 5:** ELEMENTARY EDUCATION (GRADES 1 - 6) **plus** ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT

#### Standards

LACC.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LACC.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LACC.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LACC.K.RL.2.4 Ask and answer questions about unknown words in a text.

LACC.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems).

LACC.K.RL.2.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

LACC.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

LACC.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LACC.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.

LACC.1.RL.1.1 Ask and answer questions about key details in a text.

LACC.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LACC.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

LACC.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

		LACC.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
		LACC.1.RL.2.6 Identify who is telling the story at various points in a text.
		LACC.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.
		LACC.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.
		LACC.1.RL.4.10 With prompting and support, read stories and poetry of appropriate complexity for grade 1.
		LACC.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		LACC.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
		LACC.2.RL.1.3 Describe how characters in a story respond to major events and challenges.
		LACC.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
		LACC.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
		LACC.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
		LACC.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
		LACC.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
		LACC.2.RL.4.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		LACC.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		LACC.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
		LACC.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
		LACC.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

		LACC.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
		LACC.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.
		LACC.3.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
		LACC.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
		LACC.3.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
		LACC.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
		LACC.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
		LACC.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
		LACC.4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
		LACC.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
		LACC.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
		LACC.4.RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
		LACC.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		LACC.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

	LACC.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	LACC.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	LACC.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	LACC.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	LACC.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.
	LACC.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).
	LACC.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	LACC.5.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
	LACC.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.
	LACC.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.
	LACC.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	LACC.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text.
	LACC.K.RI.2.5 Identify the front cover, back cover, and title page of a book.
	LACC.K.RI.2.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
	LACC.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
	LACC.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text.
	LACC.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	LACC.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.
	LACC.1.RI.1.1 Ask and answer questions about key details in a text.
	LACC.1.RI.1.2 Identify the main topic and retell key details of a text.

		LACC.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
		LACC.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
		LACC.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
		LACC.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
		LACC.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.
		LACC.1.RI.3.8 Identify the reasons an author gives to support points in a text.
		LACC.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
		LACC.1.RI.4.10 With prompting and support, read informational texts appropriately complex for grade 1.
		LACC.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		LACC.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
		LACC.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
		LACC.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
		LACC.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
		LACC.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
		LACC.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
		LACC.2.RI.3.8 Describe how reasons support specific points the author makes in a text.
		LACC.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.
		LACC.2.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		LACC.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

		LACC.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
		LACC.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
		LACC.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
		LACC.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
		LACC.3.RI.2.6 Distinguish their own point of view from that of the author of a text.
		LACC.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
		LACC.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
		LACC.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
		LACC.3.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
		LACC.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		LACC.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
		LACC.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
		LACC.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
		LACC.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

		LACC.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
		LACC.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.
		LACC.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
		LACC.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.
		LACC.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		LACC.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
		LACC.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
		LACC.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
		LACC.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		LACC.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
		LACC.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		LACC.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
		LACC.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.



		<p>LACC.K.RF.1.1 Demonstrate understanding of the organization and basic features of print. LACC.K.RF.1.1a Follow words from left to right, top to bottom, and page by page.</p> <p>LACC.K.RF.1.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>LACC.K.RF.1.1c Understand that words are separated by spaces in print.</p> <p>LACC.K.RF.1.1d Recognize and name all upper- and lowercase letters of the alphabet.</p>
		<p>LACC.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LACC.K.RF.2.2a Recognize and produce rhyming words.</p> <p>LACC.K.RF.2.2b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>LACC.K.RF.2.2c Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>LACC.K.RF.2.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/,or /x/.)</p> <p>LACC.K.RF.2.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
		<p>LACC.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.K.RF.3.3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>LACC.K.RF.3.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>LACC.K.RF.3.3c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>LACC.K.RF.3.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
		<p>LACC.K.RF.4.4 Read emergent-reader texts with purpose and understanding.</p>
		<p>LACC.1.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>LACC.1.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>

		<p>LACC.1.RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LACC.1.RF.2.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>LACC.1.RF.2.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>LACC.1.RF.2.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>LACC.1.RF.2.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
		<p>LACC.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.1.RF.3.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>LACC.1.RF.3.3b Decode regularly spelled one-syllable words.</p> <p>LACC.1.RF.3.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>LACC.1.RF.3.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>LACC.1.RF.3.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>LACC.1.RF.3.3f Read words with inflectional endings.</p> <p>LACC.1.RF.3.3g Recognize and read grade-appropriate irregularly spelled words.</p>
		<p>LACC.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.1.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.1.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>LACC.1.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.2.RF.3.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>LACC.2.RF.3.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>LACC.2.RF.3.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>LACC.2.RF.3.3d Decode words with common prefixes and suffixes.</p> <p>LACC.2.RF.3.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>LACC.2.RF.3.3f Recognize and read grade-appropriate irregularly spelled words.</p>

		<p>LACC.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  LACC.2.RF.4.4a Read grade-level text with purpose and understanding.  LACC.2.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.  LACC.2.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  LACC.3.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.  LACC.3.RF.3.3b Decode words with common Latin suffixes.  LACC.3.RF.3.3c Decode multisyllable words.  LACC.3.RF.3.3d Read grade-appropriate irregularly spelled words.</p>
		<p>LACC.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  LACC.3.RF.4.4a Read grade-level text with purpose and understanding.  LACC.3.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  LACC.3.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  LACC.4.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>LACC.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  LACC.4.RF.4.4a Read grade-level text with purpose and understanding.  LACC.4.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  LACC.4.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  LACC.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>LACC.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  LACC.5.RF.4.4a Read grade-level text with purpose and understanding.  LACC.5.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  LACC.5.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		LACC.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
		LACC.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
		LACC.K.W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
		LACC.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
		LACC.K.W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
		LACC.K.W.3.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
		LACC.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		LACC.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
		LACC.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
		LACC.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
		LACC.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
		LACC.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		LACC.1.W.3.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
		LACC.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

		<p>LACC.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
		<p>LACC.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
		<p>LACC.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
		<p>LACC.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
		<p>LACC.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
		<p>LACC.2.W.3.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>
		<p>LACC.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
		<p>LACC.3.W.1.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.  LACC.3.W.1.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  LACC.3.W.1.1b Provide reasons that support the opinion.  LACC.3.W.1.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  LACC.3.W.1.1d Provide a concluding statement or section.</p>
		<p>LACC.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  LACC.3.W.1.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  LACC.3.W.1.2b Develop the topic with facts, definitions, and details.  LACC.3.W.1.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  LACC.3.W.1.2d Provide a concluding statement or section.</p>
		<p>LACC.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  LACC.3.W.1.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  LACC.3.W.1.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  LACC.3.W.1.3c Use temporal words and phrases to signal event order.  LACC.3.W.1.3d Provide a sense of closure.</p>

		<p>LACC.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
		<p>LACC.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p>
		<p>LACC.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
		<p>LACC.3.W.3.7 Conduct short research projects that build knowledge about a topic.</p>
		<p>LACC.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
		<p>LACC.3.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>LACC.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  LACC.4.W.1.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  LACC.4.W.1.1b Provide reasons that are supported by facts and details.  LACC.4.W.1.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  LACC.4.W.1.1d Provide a concluding statement or section related to the opinion presented.</p>
		<p>LACC.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  LACC.4.W.1.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  LACC.4.W.1.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  LACC.4.W.1.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  LACC.4.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.  LACC.4.W.1.2e Provide a concluding statement or section related to the information or explanation presented.</p>

		<p>LACC.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LACC.4.W.1.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>LACC.4.W.1.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>LACC.4.W.1.3c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>LACC.4.W.1.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>LACC.4.W.1.3e Provide a conclusion that follows from the narrated experiences or events.</p>
		<p>LACC.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
		<p>LACC.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)</p>
		<p>LACC.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
		<p>LACC.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
		<p>LACC.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
		<p>LACC.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LACC.4.W.3.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>LACC.4.W.3.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
		<p>LACC.4.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>LACC.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>LACC.5.W.1.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>LACC.5.W.1.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>LACC.5.W.1.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>LACC.5.W.1.1d Provide a concluding statement or section related to the opinion presented.</p>
		<p>LACC.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LACC.5.W.1.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>LACC.5.W.1.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LACC.5.W.1.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>LACC.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LACC.5.W.1.2e Provide a concluding statement or section related to the information or explanation presented.</p>
		<p>LACC.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LACC.5.W.1.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>LACC.5.W.1.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>LACC.5.W.1.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>LACC.5.W.1.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>LACC.5.W.1.3e Provide a conclusion that follows from the narrated experiences or events.</p>
		<p>LACC.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>



		<p>LACC.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 5 on page 29.)</p>
		<p>LACC.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
		<p>LACC.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
		<p>LACC.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
		<p>LACC.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  LACC.5.W.3.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).  LACC.5.W.3.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>LACC.5.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>LACC.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  LACC.K.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  LACC.K.SL.1.1b Continue a conversation through multiple exchanges.</p>
		<p>LACC.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
		<p>LACC.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
		<p>LACC.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
		<p>LACC.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

		LACC.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.
		<p>LACC.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>LACC.1.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>LACC.1.SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>LACC.1.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p>
		LACC.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		LACC.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
		LACC.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
		LACC.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
		LACC.1.SL.2.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
		<p>LACC.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>LACC.2.SL.1.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>LACC.2.SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>LACC.2.SL.1.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
		LACC.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		LACC.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
		LACC.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
		LACC.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

		<p>LACC.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>
		<p>LACC.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  LACC.3.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  LACC.3.SL.1.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  LACC.3.SL.1.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  LACC.3.SL.1.1d Explain their own ideas and understanding in light of the discussion.</p>
		<p>LACC.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>LACC.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
		<p>LACC.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
		<p>LACC.3.SL.2.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
		<p>LACC.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>
		<p>LACC.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  LACC.4.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  LACC.4.SL.1.1b Follow agreed-upon rules for discussions and carry out assigned roles.  LACC.4.SL.1.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  LACC.4.SL.1.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

		LACC.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		LACC.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.
		LACC.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		LACC.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
		LACC.4.SL.2.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)
		LACC.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. LACC.5.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. LACC.5.SL.1.1b Follow agreed-upon rules for discussions and carry out assigned roles. LACC.5.SL.1.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. LACC.5.SL.1.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
		LACC.5.SL.1.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		LACC.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
		LACC.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		LACC.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
		LACC.5.SL.2.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)

		<p>LACC.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.K.L.1.1a Print many upper- and lowercase letters.</p> <p>LACC.K.L.1.1b Use frequently occurring nouns and verbs.</p> <p>LACC.K.L.1.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>LACC.K.L.1.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>LACC.K.L.1.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>LACC.K.L.1.1f Produce and expand complete sentences in shared language activities.</p>
		<p>LACC.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.K.L.1.2a Capitalize the first word in a sentence and the pronoun I.</p> <p>LACC.K.L.1.2b Recognize and name end punctuation.</p> <p>LACC.K.L.1.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>LACC.K.L.1.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
		<p>(Begins in Grade 2)</p>
		<p>LACC.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>LACC.K.L.3.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>LACC.K.L.3.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
		<p>LACC.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>LACC.K.L.3.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>LACC.K.L.3.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>LACC.K.L.3.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>LACC.K.L.3.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
		<p>LACC.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

LACC.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.1.L.1.1a Print all upper- and lowercase letters.

LACC.1.L.1.1b Use common, proper, and possessive nouns.

LACC.1.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

LACC.1.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

LACC.1.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

LACC.1.L.1.1f Use frequently occurring adjectives.

LACC.1.L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

LACC.1.L.1.1.h Use determiners (e.g., articles, demonstratives).

LACC.1.L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

LACC.1.L.1.1. Produce and expand complete simple and compound declarative, interrogative j, imperative, and exclamatory sentences in response to prompts.

LACC.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LACC.1.L.1.2a Capitalize dates and names of people.

LACC.1.L.1.2b Use end punctuation for sentences.

LACC.1.L.1.2c Use commas in dates and to separate single words in a series.

LACC.1.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

LACC.1.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

LACC.1.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

LACC.1.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

LACC.1.L.3.4b Use frequently occurring affixes as a clue to the meaning of a word.

LACC.1.L.3.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

LACC.1.L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

LACC.1.L.3.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

LACC.1.L.3.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

LACC.1.L.3.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

LACC.1.L.3.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

LACC.1.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

LACC.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.2.L.1.1a Use collective nouns (e.g., group).

LACC.2.L.1.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

LACC.2.L.1.1c Use reflexive pronouns (e.g., myself, ourselves).

LACC.2.L.1.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

LACC.2.L.1.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

LACC.2.L.1.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

LACC.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LACC.2.L.1.2a Capitalize holidays, product names, and geographic names.

LACC.2.L.1.2b Use commas in greetings and closings of letters.

LACC.2.L.1.2c Use an apostrophe to form contractions and frequently occurring possessives.

LACC.2.L.1.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

LACC.2.L.1.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

LACC.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LACC.2.L.2.3a Compare formal and informal uses of English.

LACC.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

LACC.2.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

LACC.2.L.3.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

LACC.2.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

LACC.2.L.3.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

LACC.2.L.3.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

LACC.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

LACC.2.L.3.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

LACC.2.L.3.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

LACC.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

LACC.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.3.L.1.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

LACC.3.L.1.1b Form and use regular and irregular plural nouns.

LACC.3.L.1.1c Use abstract nouns (e.g., childhood).

LACC.3.L.1.1d Form and use regular and irregular verbs.

LACC.3.L.1.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

LACC.3.L.1.1f Ensure subject-verb and pronoun-antecedent agreement.\*

LACC.3.L.1.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

LACC.3.L.1.1.h Use coordinating and subordinating conjunctions.

LACC.3.L.1.1.i Produce simple, compound, and complex sentences.



		<p>LACC.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.3.L.1.2a Capitalize appropriate words in titles.</p> <p>LACC.3.L.1.2b Use commas in addresses.</p> <p>LACC.3.L.1.2c Use commas and quotation marks in dialogue.</p> <p>LACC.3.L.1.2d Form and use possessives.</p> <p>LACC.3.L.1.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>LACC.3.L.1.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>LACC.3.L.1.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
		<p>LACC.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.3.L.2.3a Choose words and phrases for effect.*</p> <p>LACC.3.L.2.3b Recognize and observe differences between the conventions of spoken and written standard English.</p>
		<p>LACC.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>LACC.3.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>LACC.3.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>LACC.3.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>LACC.3.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
		<p>LACC.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>LACC.3.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>LACC.3.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>LACC.3.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
		<p>LACC.3.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>

		<p>LACC.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.4.L.1.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>LACC.4.L.1.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>LACC.4.L.1.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>LACC.4.L.1.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>LACC.4.L.1.1e Form and use prepositional phrases.</p> <p>LACC.4.L.1.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>LACC.4.L.1.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>
		<p>LACC.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.4.L.1.2a Use correct capitalization.</p> <p>LACC.4.L.1.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>LACC.4.L.1.2c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>LACC.4.L.1.2d Spell grade-appropriate words correctly, consulting references as needed.</p>
		<p>LACC.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.4.L.2.3a Choose words and phrases to convey ideas precisely.*</p> <p>LACC.4.L.2.3b Choose punctuation for effect.*</p> <p>LACC.4.L.2.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
		<p>LACC.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>LACC.4.L.3.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>LACC.4.L.3.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>LACC.4.L.3.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>LACC.4.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>LACC.4.L.3.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>LACC.4.L.3.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>LACC.4.L.3.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
		<p>LACC.4.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
		<p>LACC.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.5.L.1.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>LACC.5.L.1.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>LACC.5.L.1.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>LACC.5.L.1.1d Recognize and correct inappropriate shifts in verb tense.*</p> <p>LACC.5.L.1.1e Use correlative conjunctions (e.g., either/or, neither/nor).</p>
		<p>LACC.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.5.L.1.2a Use punctuation to separate items in a series.*</p> <p>LACC.5.L.1.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>LACC.5.L.1.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>LACC.5.L.1.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>LACC.5.L.1.2e Spell grade-appropriate words correctly, consulting references as needed.</p>
		<p>LACC.5.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.5.L.2.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>LACC.5.L.2.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

LACC.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

LACC.5.L.3.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

LACC.5.L.3.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

LACC.5.L.3.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

LACC.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LACC.5.L.3.5a Interpret figurative language, including similes and metaphors, in context.

LACC.5.L.3.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

LACC.5.L.3.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## Course: 5010060 Integrated Language Arts- Elementary

<b>Course Number:</b>	5010060
<b>Course Title:</b>	Integrated Language Arts -Elementary
<b>Course Abbreviated Title:</b>	Integ LA -E
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades PreK to 5 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Length:</b>	Year
<b>Status:</b>	State Board Approved
<b>Course Description</b>	<p>This course will be composed of a multilevel classroom with learners from diverse backgrounds who need extended practice in selected aspects of integrated language arts study.</p> <p><b>Special Notes:</b> <b>Instructional Practices</b></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol> <p><a href="#">RELATED CERTIFICATIONS (6)</a></p>

- Option 1:** ELEMENTARY EDUCATION (GRADES 1 - 6)
- Option 2:** READING (GRADES K-12)
- Option 3:** PRIMARY EDUCATION (GRADES K - 3)
- Option 4:** PREKINDERGARTEN/PRIMARY EDUCATION (AGE 3 - GRADE 3)
- Option 5:** ELEMENTARY EDUCATION (GRADES K - 6)
- Option 6:** READING ENDORSEMENT

**Standards**

LACC.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LACC.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LACC.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LACC.K.RL.2.4 Ask and answer questions about unknown words in a text.

LACC.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems).

LACC.K.RL.2.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

LACC.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

LACC.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LACC.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.

LACC.1.RL.1.1 Ask and answer questions about key details in a text.

LACC.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LACC.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

LACC.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

LACC.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

LACC.1.RL.2.6 Identify who is telling the story at various points in a text.

LACC.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.

LACC.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.

		LACC.1.RL.4.10 With prompting and support, read stories and poetry of appropriate complexity for grade 1.
		LACC.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		LACC.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
		LACC.2.RL.1.3 Describe how characters in a story respond to major events and challenges.
		LACC.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
		LACC.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
		LACC.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
		LACC.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
		LACC.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
		LACC.2.RL.4.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		LACC.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		LACC.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
		LACC.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
		LACC.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
		LACC.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
		LACC.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.
		LACC.3.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

		LACC.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
		LACC.3.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
		LACC.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
		LACC.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
		LACC.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
		LACC.4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
		LACC.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
		LACC.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
		LACC.4.RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
		LACC.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		LACC.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		LACC.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		LACC.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.



	LACC.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	LACC.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.
	LACC.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).
	LACC.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	LACC.5.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
	LACC.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.
	LACC.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.
	LACC.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	LACC.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text.
	LACC.K.RI.2.5 Identify the front cover, back cover, and title page of a book.
	LACC.K.RI.2.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
	LACC.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
	LACC.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text.
	LACC.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	LACC.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.
	LACC.1.RI.1.1 Ask and answer questions about key details in a text.
	LACC.1.RI.1.2 Identify the main topic and retell key details of a text.
	LACC.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	LACC.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	LACC.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
	LACC.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

	LACC.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.
	LACC.1.RI.3.8 Identify the reasons an author gives to support points in a text.
	LACC.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	LACC.1.RI.4.10 With prompting and support, read informational texts appropriately complex for grade 1.
	LACC.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	LACC.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	LACC.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	LACC.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	LACC.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
	LACC.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	LACC.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	LACC.2.RI.3.8 Describe how reasons support specific points the author makes in a text.
	LACC.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.
	LACC.2.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	LACC.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	LACC.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
	LACC.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
	LACC.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

		LACC.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
		LACC.3.RI.2.6 Distinguish their own point of view from that of the author of a text.
		LACC.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
		LACC.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
		LACC.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
		LACC.3.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
		LACC.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		LACC.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
		LACC.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
		LACC.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
		LACC.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
		LACC.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
		LACC.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.
		LACC.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
		LACC.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.
		LACC.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		LACC.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		LACC.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
		LACC.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
		LACC.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
		LACC.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		LACC.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
		LACC.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		LACC.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
		LACC.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
		<p>LACC.K.RF.1.1 Demonstrate understanding of the organization and basic features of print. <span style="float: right;">LACC.K.RF.1.1a</span>  Follow words from left to right, top to bottom, and page by page.</p> <p>LACC.K.RF.1.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>LACC.K.RF.1.1c Understand that words are separated by spaces in print.</p> <p>LACC.K.RF.1.1d Recognize and name all upper- and lowercase letters of the alphabet.</p>
		<p>LACC.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LACC.K.RF.2.2a Recognize and produce rhyming words.</p> <p>LACC.K.RF.2.2b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>LACC.K.RF.2.2c Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>LACC.K.RF.2.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>LACC.K.RF.2.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>

		<p>LACC.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.K.RF.3.3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>LACC.K.RF.3.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>LACC.K.RF.3.3c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>LACC.K.RF.3.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
		<p>LACC.K.RF.4.4 Read emergent-reader texts with purpose and understanding.</p>
		<p>LACC.1.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>LACC.1.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>
		<p>LACC.1.RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LACC.1.RF.2.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>LACC.1.RF.2.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>LACC.1.RF.2.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>LACC.1.RF.2.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
		<p>LACC.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.1.RF.3.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>LACC.1.RF.3.3b Decode regularly spelled one-syllable words.</p> <p>LACC.1.RF.3.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>LACC.1.RF.3.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>LACC.1.RF.3.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>LACC.1.RF.3.3f Read words with inflectional endings.</p> <p>LACC.1.RF.3.3g Recognize and read grade-appropriate irregularly spelled words.</p>
		<p>LACC.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.1.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.1.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>LACC.1.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>LACC.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.2.RF.3.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>LACC.2.RF.3.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>LACC.2.RF.3.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>LACC.2.RF.3.3d Decode words with common prefixes and suffixes.</p> <p>LACC.2.RF.3.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>LACC.2.RF.3.3f Recognize and read grade-appropriate irregularly spelled words.</p>
		<p>LACC.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.2.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.2.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>LACC.2.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.3.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>LACC.3.RF.3.3b Decode words with common Latin suffixes.</p> <p>LACC.3.RF.3.3c Decode multisyllable words.</p> <p>LACC.3.RF.3.3d Read grade-appropriate irregularly spelled words.</p>
		<p>LACC.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.3.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.3.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>LACC.3.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.4.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>LACC.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.4.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.4.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>LACC.4.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>LACC.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>LACC.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.5.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.5.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>LACC.5.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>
		<p>LACC.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
		<p>LACC.K.W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
		<p>LACC.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
		<p>LACC.K.W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
		<p>LACC.K.W.3.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
		<p>LACC.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
		<p>LACC.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
		<p>LACC.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
		<p>LACC.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>

		LACC.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
		LACC.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		LACC.1.W.3.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
		LACC.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		LACC.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
		LACC.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
		LACC.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
		LACC.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
		LACC.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		LACC.2.W.3.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
		LACC.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.
		LACC.3.W.1.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. LACC.3.W.1.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. LACC.3.W.1.1b Provide reasons that support the opinion. LACC.3.W.1.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. LACC.3.W.1.1d Provide a concluding statement or section.



		<p>LACC.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LACC.3.W.1.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>LACC.3.W.1.2b Develop the topic with facts, definitions, and details.</p> <p>LACC.3.W.1.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>LACC.3.W.1.2d Provide a concluding statement or section.</p>
		<p>LACC.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LACC.3.W.1.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>LACC.3.W.1.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>LACC.3.W.1.3c Use temporal words and phrases to signal event order.</p> <p>LACC.3.W.1.3d Provide a sense of closure.</p>
		<p>LACC.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
		<p>LACC.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p>
		<p>LACC.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
		<p>LACC.3.W.3.7 Conduct short research projects that build knowledge about a topic.</p>
		<p>LACC.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
		<p>LACC.3.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>LACC.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>LACC.4.W.1.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>LACC.4.W.1.1b Provide reasons that are supported by facts and details.</p> <p>LACC.4.W.1.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>LACC.4.W.1.1d Provide a concluding statement or section related to the opinion presented.</p>

	<p>LACC.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LACC.4.W.1.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>LACC.4.W.1.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LACC.4.W.1.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>LACC.4.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LACC.4.W.1.2e Provide a concluding statement or section related to the information or explanation presented.</p>
	<p>LACC.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LACC.4.W.1.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>LACC.4.W.1.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>LACC.4.W.1.3c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>LACC.4.W.1.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>LACC.4.W.1.3e Provide a conclusion that follows from the narrated experiences or events.</p>
	<p>LACC.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
	<p>LACC.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)</p>
	<p>LACC.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
	<p>LACC.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
	<p>LACC.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>

		<p>LACC.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LACC.4.W.3.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>LACC.4.W.3.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
		<p>LACC.4.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>LACC.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>LACC.5.W.1.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>LACC.5.W.1.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>LACC.5.W.1.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>LACC.5.W.1.1d Provide a concluding statement or section related to the opinion presented.</p>
		<p>LACC.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LACC.5.W.1.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>LACC.5.W.1.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LACC.5.W.1.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>LACC.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LACC.5.W.1.2e Provide a concluding statement or section related to the information or explanation presented.</p>

		<p>LACC.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LACC.5.W.1.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>LACC.5.W.1.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>LACC.5.W.1.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>LACC.5.W.1.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>LACC.5.W.1.3e Provide a conclusion that follows from the narrated experiences or events.</p>
		<p>LACC.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
		<p>LACC.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p>
		<p>LACC.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
		<p>LACC.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
		<p>LACC.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
		<p>LACC.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LACC.5.W.3.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>LACC.5.W.3.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>

		LACC.5.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		LACC.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LACC.K.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). LACC.K.SL.1.1b Continue a conversation through multiple exchanges.
		LACC.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
		LACC.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
		LACC.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
		LACC.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
		LACC.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.
		LACC.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. LACC.1.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). LACC.1.SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. LACC.1.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
		LACC.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		LACC.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
		LACC.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
		LACC.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
		LACC.1.SL.2.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

		<p>LACC.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  LACC.2.SL.1.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  LACC.2.SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.  LACC.2.SL.1.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
		<p>LACC.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
		<p>LACC.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
		<p>LACC.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
		<p>LACC.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
		<p>LACC.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>
		<p>LACC.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  LACC.3.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  LACC.3.SL.1.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  LACC.3.SL.1.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  LACC.3.SL.1.1d Explain their own ideas and understanding in light of the discussion.</p>
		<p>LACC.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>LACC.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
		<p>LACC.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

		<p>LACC.3.SL.2.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
		<p>LACC.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>
		<p>LACC.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  LACC.4.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  LACC.4.SL.1.1b Follow agreed-upon rules for discussions and carry out assigned roles.  LACC.4.SL.1.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  LACC.4.SL.1.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
		<p>LACC.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>LACC.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.</p>
		<p>LACC.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
		<p>LACC.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
		<p>LACC.4.SL.2.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)</p>

		<p>LACC.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LACC.5.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>LACC.5.SL.1.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>LACC.5.SL.1.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>LACC.5.SL.1.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
		<p>LACC.5.SL.1.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>LACC.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
		<p>LACC.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
		<p>LACC.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
		<p>LACC.5.SL.2.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)</p>
		<p>LACC.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.K.L.1.1a Print many upper- and lowercase letters.</p> <p>LACC.K.L.1.1b Use frequently occurring nouns and verbs.</p> <p>LACC.K.L.1.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>LACC.K.L.1.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>LACC.K.L.1.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>LACC.K.L.1.1f Produce and expand complete sentences in shared language activities.</p>



		<p>LACC.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.K.L.1.2a Capitalize the first word in a sentence and the pronoun I.</p> <p>LACC.K.L.1.2b Recognize and name end punctuation.</p> <p>LACC.K.L.1.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>LACC.K.L.1.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
		(Begins in Grade 2)
		<p>LACC.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>LACC.K.L.3.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>LACC.K.L.3.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
		<p>LACC.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>LACC.K.L.3.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>LACC.K.L.3.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>LACC.K.L.3.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>LACC.K.L.3.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
		<p>LACC.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

LACC.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.1.L.1.1a Print all upper- and lowercase letters.

LACC.1.L.1.1b Use common, proper, and possessive nouns.

LACC.1.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

LACC.1.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

LACC.1.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

LACC.1.L.1.1f Use frequently occurring adjectives.

LACC.1.L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

LACC.1.L.1.1.h Use determiners (e.g., articles, demonstratives).

LACC.1.L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

LACC.1.L.1.1. Produce and expand complete simple and compound declarative, interrogative j, imperative, and exclamatory sentences in response to prompts.

LACC.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LACC.1.L.1.2a Capitalize dates and names of people.

LACC.1.L.1.2b Use end punctuation for sentences.

LACC.1.L.1.2c Use commas in dates and to separate single words in a series.

LACC.1.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

LACC.1.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

LACC.1.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

LACC.1.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

LACC.1.L.3.4b Use frequently occurring affixes as a clue to the meaning of a word.

LACC.1.L.3.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

LACC.1.L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

LACC.1.L.3.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

LACC.1.L.3.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

LACC.1.L.3.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

LACC.1.L.3.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

LACC.1.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

LACC.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.2.L.1.1a Use collective nouns (e.g., group).

LACC.2.L.1.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

LACC.2.L.1.1c Use reflexive pronouns (e.g., myself, ourselves).

LACC.2.L.1.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

LACC.2.L.1.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

LACC.2.L.1.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

LACC.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LACC.2.L.1.2a Capitalize holidays, product names, and geographic names.

LACC.2.L.1.2b Use commas in greetings and closings of letters.

LACC.2.L.1.2c Use an apostrophe to form contractions and frequently occurring possessives.

LACC.2.L.1.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

LACC.2.L.1.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

LACC.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LACC.2.L.2.3a Compare formal and informal uses of English.

LACC.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

LACC.2.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

LACC.2.L.3.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

LACC.2.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

LACC.2.L.3.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

LACC.2.L.3.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

LACC.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

LACC.2.L.3.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

LACC.2.L.3.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

LACC.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

LACC.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.3.L.1.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

LACC.3.L.1.1b Form and use regular and irregular plural nouns.

LACC.3.L.1.1c Use abstract nouns (e.g., childhood).

LACC.3.L.1.1d Form and use regular and irregular verbs.

LACC.3.L.1.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

LACC.3.L.1.1f Ensure subject-verb and pronoun-antecedent agreement.\*

LACC.3.L.1.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

LACC.3.L.1.1.h Use coordinating and subordinating conjunctions.

LACC.3.L.1.1.i Produce simple, compound, and complex sentences.

		<p>LACC.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.3.L.1.2a Capitalize appropriate words in titles.</p> <p>LACC.3.L.1.2b Use commas in addresses.</p> <p>LACC.3.L.1.2c Use commas and quotation marks in dialogue.</p> <p>LACC.3.L.1.2d Form and use possessives.</p> <p>LACC.3.L.1.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>LACC.3.L.1.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>LACC.3.L.1.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
		<p>LACC.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.3.L.2.3a Choose words and phrases for effect.*</p> <p>LACC.3.L.2.3b Recognize and observe differences between the conventions of spoken and written standard English.</p>
		<p>LACC.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>LACC.3.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>LACC.3.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>LACC.3.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>LACC.3.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
		<p>LACC.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>LACC.3.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>LACC.3.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>LACC.3.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
		<p>LACC.3.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>

		<p>LACC.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.4.L.1.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>LACC.4.L.1.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>LACC.4.L.1.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>LACC.4.L.1.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>LACC.4.L.1.1e Form and use prepositional phrases.</p> <p>LACC.4.L.1.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>LACC.4.L.1.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>
		<p>LACC.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.4.L.1.2a Use correct capitalization.</p> <p>LACC.4.L.1.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>LACC.4.L.1.2c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>LACC.4.L.1.2d Spell grade-appropriate words correctly, consulting references as needed.</p>
		<p>LACC.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.4.L.2.3a Choose words and phrases to convey ideas precisely.*</p> <p>LACC.4.L.2.3b Choose punctuation for effect.*</p> <p>LACC.4.L.2.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
		<p>LACC.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>LACC.4.L.3.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>LACC.4.L.3.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>LACC.4.L.3.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>LACC.4.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>LACC.4.L.3.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>LACC.4.L.3.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>LACC.4.L.3.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
		<p>LACC.4.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
		<p>LACC.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.5.L.1.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>LACC.5.L.1.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>LACC.5.L.1.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>LACC.5.L.1.1d Recognize and correct inappropriate shifts in verb tense.*</p> <p>LACC.5.L.1.1e Use correlative conjunctions (e.g., either/or, neither/nor).</p>
		<p>LACC.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.5.L.1.2a Use punctuation to separate items in a series.*</p> <p>LACC.5.L.1.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>LACC.5.L.1.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>LACC.5.L.1.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>LACC.5.L.1.2e Spell grade-appropriate words correctly, consulting references as needed.</p>
		<p>LACC.5.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.5.L.2.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>LACC.5.L.2.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

LACC.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

LACC.5.L.3.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

LACC.5.L.3.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

LACC.5.L.3.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

LACC.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LACC.5.L.3.5a Interpret figurative language, including similes and metaphors, in context.

LACC.5.L.3.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

LACC.5.L.3.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.



## Course: 5010050 Reading- Elementary

<b>Course Number:</b>	5010050
<b>Course Title:</b>	Reading -Elementary
<b>Course Abbreviated Title:</b>	Read -E
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades PreK to 5 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Length:</b>	Year
<b>Status:</b>	State Board Approved
<b>Course Description</b>	<p>This course will be composed of a multilevel classroom with learners from diverse backgrounds needing more reading proficiency at selected grade levels.</p> <p><b>Special Notes:</b> <b>Instructional Practices</b></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol> <p><a href="#">RELATED CERTIFICATIONS (6)</a></p>

<b>Option 1:</b>	ELEMENTARY EDUCATION (GRADES 1 - 6)																		
<b>Option 2:</b>	READING (GRADES K-12)																		
<b>Option 3:</b>	PRIMARY EDUCATION (GRADES K - 3)																		
<b>Option 4:</b>	PREKINDERGARTEN/PRIMARY EDUCATION (AGE 3 - GRADE 3)																		
<b>Option 5:</b>	ELEMENTARY EDUCATION (GRADES K - 6)																		
<b>Option 6:</b>	READING ENDORSEMENT																		
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		LACC.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		LACC.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
		LACC.2.RL.1.3 Describe how characters in a story respond to major events and challenges.
		LACC.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
		LACC.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
		LACC.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
		LACC.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
		LACC.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
		LACC.2.RL.4.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		LACC.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		LACC.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
		LACC.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
		LACC.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
		LACC.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
		LACC.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.
		LACC.3.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
		LACC.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

		LACC.3.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
		LACC.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
		LACC.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
		LACC.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
		LACC.4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
		LACC.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
		LACC.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
		LACC.4.RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
		LACC.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		LACC.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		LACC.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		LACC.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		LACC.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

		LACC.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.
		LACC.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).
		LACC.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
		LACC.5.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
		LACC.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.
		LACC.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.
		LACC.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
		LACC.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text.
		LACC.K.RI.2.5 Identify the front cover, back cover, and title page of a book.
		LACC.K.RI.2.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
		LACC.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
		LACC.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text.
		LACC.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
		LACC.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.
		LACC.1.RI.1.1 Ask and answer questions about key details in a text.
		LACC.1.RI.1.2 Identify the main topic and retell key details of a text.
		LACC.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
		LACC.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
		LACC.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
		LACC.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
		LACC.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.
		LACC.1.RI.3.8 Identify the reasons an author gives to support points in a text.

		LACC.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
		LACC.1.RI.4.10 With prompting and support, read informational texts appropriately complex for grade 1.
		LACC.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		LACC.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
		LACC.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
		LACC.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
		LACC.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
		LACC.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
		LACC.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
		LACC.2.RI.3.8 Describe how reasons support specific points the author makes in a text.
		LACC.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.
		LACC.2.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		LACC.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		LACC.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
		LACC.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
		LACC.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
		LACC.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

		LACC.3.RI.2.6 Distinguish their own point of view from that of the author of a text.
		LACC.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
		LACC.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
		LACC.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
		LACC.3.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
		LACC.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		LACC.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
		LACC.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
		LACC.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
		LACC.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
		LACC.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
		LACC.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.
		LACC.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
		LACC.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.
		LACC.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

		LACC.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
		LACC.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
		LACC.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
		LACC.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		LACC.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
		LACC.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		LACC.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
		LACC.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
		<p>LACC.K.RF.1.1 Demonstrate understanding of the organization and basic features of print. <span style="float: right;">LACC.K.RF.1.1a</span>  Follow words from left to right, top to bottom, and page by page.  LACC.K.RF.1.1b Recognize that spoken words are represented in written language by specific sequences of letters.  LACC.K.RF.1.1c Understand that words are separated by spaces in print.  LACC.K.RF.1.1d Recognize and name all upper- and lowercase letters of the alphabet.</p>
		<p>LACC.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  LACC.K.RF.2.2a Recognize and produce rhyming words.  LACC.K.RF.2.2b Count, pronounce, blend, and segment syllables in spoken words.  LACC.K.RF.2.2c Blend and segment onsets and rimes of single-syllable spoken words.  LACC.K.RF.2.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.)  LACC.K.RF.2.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>



		<p>LACC.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.K.RF.3.3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>LACC.K.RF.3.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>LACC.K.RF.3.3c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>LACC.K.RF.3.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <hr/> <p>LACC.K.RF.4.4 Read emergent-reader texts with purpose and understanding.</p> <hr/> <p>LACC.1.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>LACC.1.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <hr/> <p>LACC.1.RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LACC.1.RF.2.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>LACC.1.RF.2.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>LACC.1.RF.2.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>LACC.1.RF.2.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <hr/> <p>LACC.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.1.RF.3.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>LACC.1.RF.3.3b Decode regularly spelled one-syllable words.</p> <p>LACC.1.RF.3.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>LACC.1.RF.3.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>LACC.1.RF.3.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>LACC.1.RF.3.3f Read words with inflectional endings.</p> <p>LACC.1.RF.3.3g Recognize and read grade-appropriate irregularly spelled words.</p> <hr/> <p>LACC.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.1.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.1.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>LACC.1.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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		<p>LACC.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.2.RF.3.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>LACC.2.RF.3.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>LACC.2.RF.3.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>LACC.2.RF.3.3d Decode words with common prefixes and suffixes.</p> <p>LACC.2.RF.3.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>LACC.2.RF.3.3f Recognize and read grade-appropriate irregularly spelled words.</p>
		<p>LACC.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.2.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.2.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>LACC.2.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.3.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>LACC.3.RF.3.3b Decode words with common Latin suffixes.</p> <p>LACC.3.RF.3.3c Decode multisyllable words.</p> <p>LACC.3.RF.3.3d Read grade-appropriate irregularly spelled words.</p>
		<p>LACC.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.3.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.3.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>LACC.3.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.4.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>LACC.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.4.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.4.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>LACC.4.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

		<p>LACC.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>LACC.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.5.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.5.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>LACC.5.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>
		<p>LACC.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
		<p>LACC.K.W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
		<p>LACC.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
		<p>LACC.K.W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
		<p>LACC.K.W.3.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
		<p>LACC.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
		<p>LACC.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
		<p>LACC.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
		<p>LACC.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>

		LACC.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
		LACC.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		LACC.1.W.3.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
		LACC.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		LACC.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
		LACC.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
		LACC.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
		LACC.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
		LACC.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		LACC.2.W.3.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
		LACC.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.
		LACC.3.W.1.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. LACC.3.W.1.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. LACC.3.W.1.1b Provide reasons that support the opinion. LACC.3.W.1.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. LACC.3.W.1.1d Provide a concluding statement or section.

		<p>LACC.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LACC.3.W.1.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>LACC.3.W.1.2b Develop the topic with facts, definitions, and details.</p> <p>LACC.3.W.1.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>LACC.3.W.1.2d Provide a concluding statement or section.</p>
		<p>LACC.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LACC.3.W.1.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>LACC.3.W.1.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>LACC.3.W.1.3c Use temporal words and phrases to signal event order.</p> <p>LACC.3.W.1.3d Provide a sense of closure.</p>
		<p>LACC.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
		<p>LACC.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p>
		<p>LACC.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
		<p>LACC.3.W.3.7 Conduct short research projects that build knowledge about a topic.</p>
		<p>LACC.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
		<p>LACC.3.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>LACC.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>LACC.4.W.1.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>LACC.4.W.1.1b Provide reasons that are supported by facts and details.</p> <p>LACC.4.W.1.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>LACC.4.W.1.1d Provide a concluding statement or section related to the opinion presented.</p>

		<p>LACC.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LACC.4.W.1.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>LACC.4.W.1.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LACC.4.W.1.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>LACC.4.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LACC.4.W.1.2e Provide a concluding statement or section related to the information or explanation presented.</p>
		<p>LACC.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LACC.4.W.1.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>LACC.4.W.1.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>LACC.4.W.1.3c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>LACC.4.W.1.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>LACC.4.W.1.3e Provide a conclusion that follows from the narrated experiences or events.</p>
		<p>LACC.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
		<p>LACC.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)</p>
		<p>LACC.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
		<p>LACC.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
		<p>LACC.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>

		<p>LACC.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LACC.4.W.3.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>LACC.4.W.3.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
		<p>LACC.4.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>LACC.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>LACC.5.W.1.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>LACC.5.W.1.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>LACC.5.W.1.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>LACC.5.W.1.1d Provide a concluding statement or section related to the opinion presented.</p>
		<p>LACC.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LACC.5.W.1.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>LACC.5.W.1.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LACC.5.W.1.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>LACC.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LACC.5.W.1.2e Provide a concluding statement or section related to the information or explanation presented.</p>

		<p>LACC.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LACC.5.W.1.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>LACC.5.W.1.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>LACC.5.W.1.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>LACC.5.W.1.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>LACC.5.W.1.3e Provide a conclusion that follows from the narrated experiences or events.</p>
		<p>LACC.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
		<p>LACC.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p>
		<p>LACC.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
		<p>LACC.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
		<p>LACC.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
		<p>LACC.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LACC.5.W.3.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>LACC.5.W.3.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>



		LACC.5.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		LACC.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. LACC.K.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). LACC.K.SL.1.1b Continue a conversation through multiple exchanges.
		LACC.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
		LACC.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
		LACC.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
		LACC.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
		LACC.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.
		LACC.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. LACC.1.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). LACC.1.SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. LACC.1.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
		LACC.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		LACC.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
		LACC.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
		LACC.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
		LACC.1.SL.2.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

		<p>LACC.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  LACC.2.SL.1.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  LACC.2.SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.  LACC.2.SL.1.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
		<p>LACC.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
		<p>LACC.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
		<p>LACC.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
		<p>LACC.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
		<p>LACC.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>
		<p>LACC.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  LACC.3.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  LACC.3.SL.1.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  LACC.3.SL.1.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  LACC.3.SL.1.1d Explain their own ideas and understanding in light of the discussion.</p>
		<p>LACC.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>LACC.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
		<p>LACC.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

		<p>LACC.3.SL.2.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
		<p>LACC.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>
		<p>LACC.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  LACC.4.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  LACC.4.SL.1.1b Follow agreed-upon rules for discussions and carry out assigned roles.  LACC.4.SL.1.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  LACC.4.SL.1.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
		<p>LACC.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>LACC.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.</p>
		<p>LACC.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
		<p>LACC.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
		<p>LACC.4.SL.2.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)</p>

		<p>LACC.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LACC.5.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>LACC.5.SL.1.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>LACC.5.SL.1.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>LACC.5.SL.1.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
		<p>LACC.5.SL.1.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>LACC.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
		<p>LACC.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
		<p>LACC.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
		<p>LACC.5.SL.2.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)</p>
		<p>LACC.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.K.L.1.1a Print many upper- and lowercase letters.</p> <p>LACC.K.L.1.1b Use frequently occurring nouns and verbs.</p> <p>LACC.K.L.1.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>LACC.K.L.1.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>LACC.K.L.1.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>LACC.K.L.1.1f Produce and expand complete sentences in shared language activities.</p>

		<p>LACC.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.K.L.1.2a Capitalize the first word in a sentence and the pronoun I.</p> <p>LACC.K.L.1.2b Recognize and name end punctuation.</p> <p>LACC.K.L.1.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>LACC.K.L.1.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
		(Begins in Grade 2)
		<p>LACC.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>LACC.K.L.3.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>LACC.K.L.3.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
		<p>LACC.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>LACC.K.L.3.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>LACC.K.L.3.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>LACC.K.L.3.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>LACC.K.L.3.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
		<p>LACC.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

LACC.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.1.L.1.1a Print all upper- and lowercase letters.

LACC.1.L.1.1b Use common, proper, and possessive nouns.

LACC.1.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

LACC.1.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

LACC.1.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

LACC.1.L.1.1f Use frequently occurring adjectives.

LACC.1.L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

LACC.1.L.1.1.h Use determiners (e.g., articles, demonstratives).

LACC.1.L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

LACC.1.L.1.1. Produce and expand complete simple and compound declarative, interrogative j, imperative, and exclamatory sentences in response to prompts.

LACC.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LACC.1.L.1.2a Capitalize dates and names of people.

LACC.1.L.1.2b Use end punctuation for sentences.

LACC.1.L.1.2c Use commas in dates and to separate single words in a series.

LACC.1.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

LACC.1.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

LACC.1.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

LACC.1.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

LACC.1.L.3.4b Use frequently occurring affixes as a clue to the meaning of a word.

LACC.1.L.3.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

LACC.1.L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

LACC.1.L.3.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

LACC.1.L.3.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

LACC.1.L.3.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

LACC.1.L.3.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

LACC.1.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

LACC.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.2.L.1.1a Use collective nouns (e.g., group).

LACC.2.L.1.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

LACC.2.L.1.1c Use reflexive pronouns (e.g., myself, ourselves).

LACC.2.L.1.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

LACC.2.L.1.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

LACC.2.L.1.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

LACC.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LACC.2.L.1.2a Capitalize holidays, product names, and geographic names.

LACC.2.L.1.2b Use commas in greetings and closings of letters.

LACC.2.L.1.2c Use an apostrophe to form contractions and frequently occurring possessives.

LACC.2.L.1.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

LACC.2.L.1.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

LACC.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LACC.2.L.2.3a Compare formal and informal uses of English.

LACC.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

LACC.2.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

LACC.2.L.3.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

LACC.2.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

LACC.2.L.3.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

LACC.2.L.3.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

LACC.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

LACC.2.L.3.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

LACC.2.L.3.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

LACC.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

LACC.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.3.L.1.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

LACC.3.L.1.1b Form and use regular and irregular plural nouns.

LACC.3.L.1.1c Use abstract nouns (e.g., childhood).

LACC.3.L.1.1d Form and use regular and irregular verbs.

LACC.3.L.1.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

LACC.3.L.1.1f Ensure subject-verb and pronoun-antecedent agreement.\*

LACC.3.L.1.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

LACC.3.L.1.1.h Use coordinating and subordinating conjunctions.

LACC.3.L.1.1.i Produce simple, compound, and complex sentences.



		<p>LACC.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.3.L.1.2a Capitalize appropriate words in titles.</p> <p>LACC.3.L.1.2b Use commas in addresses.</p> <p>LACC.3.L.1.2c Use commas and quotation marks in dialogue.</p> <p>LACC.3.L.1.2d Form and use possessives.</p> <p>LACC.3.L.1.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>LACC.3.L.1.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>LACC.3.L.1.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
		<p>LACC.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.3.L.2.3a Choose words and phrases for effect.*</p> <p>LACC.3.L.2.3b Recognize and observe differences between the conventions of spoken and written standard English.</p>
		<p>LACC.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>LACC.3.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>LACC.3.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>LACC.3.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>LACC.3.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
		<p>LACC.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>LACC.3.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>LACC.3.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>LACC.3.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
		<p>LACC.3.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>

		<p>LACC.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.4.L.1.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>LACC.4.L.1.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>LACC.4.L.1.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>LACC.4.L.1.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>LACC.4.L.1.1e Form and use prepositional phrases.</p> <p>LACC.4.L.1.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>LACC.4.L.1.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>
		<p>LACC.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.4.L.1.2a Use correct capitalization.</p> <p>LACC.4.L.1.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>LACC.4.L.1.2c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>LACC.4.L.1.2d Spell grade-appropriate words correctly, consulting references as needed.</p>
		<p>LACC.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.4.L.2.3a Choose words and phrases to convey ideas precisely.*</p> <p>LACC.4.L.2.3b Choose punctuation for effect.*</p> <p>LACC.4.L.2.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
		<p>LACC.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>LACC.4.L.3.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>LACC.4.L.3.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>LACC.4.L.3.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>LACC.4.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>LACC.4.L.3.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>LACC.4.L.3.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>LACC.4.L.3.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
		<p>LACC.4.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
		<p>LACC.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.5.L.1.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>LACC.5.L.1.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>LACC.5.L.1.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>LACC.5.L.1.1d Recognize and correct inappropriate shifts in verb tense.*</p> <p>LACC.5.L.1.1e Use correlative conjunctions (e.g., either/or, neither/nor).</p>
		<p>LACC.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.5.L.1.2a Use punctuation to separate items in a series.*</p> <p>LACC.5.L.1.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>LACC.5.L.1.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>LACC.5.L.1.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>LACC.5.L.1.2e Spell grade-appropriate words correctly, consulting references as needed.</p>
		<p>LACC.5.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.5.L.2.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>LACC.5.L.2.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

LACC.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

LACC.5.L.3.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

LACC.5.L.3.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

LACC.5.L.3.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

LACC.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LACC.5.L.3.5a Interpret figurative language, including similes and metaphors, in context.

LACC.5.L.3.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

LACC.5.L.3.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

<b>Course Number: 5010046</b>
<b>Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Language Arts » SubSubject: General »</b>
<b>Course Title: Language Arts - Grade Five</b>
<b>Course Section: Grades PreK to 12 Education Courses</b>
<b>Abbreviated Title: LANG ARTS GRADE 5</b>
<b>Number of Credits: N/A</b>
<b>Course Length: Year</b>
<b>Course Type: Core</b>
<b>Course Status: SBE Approval Pending</b>
<b>Class Size? Yes</b>
<i><b>Course Description:</b> This course description defines what students should understand and be able to do by the end of Grade 5. The benchmarks are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida’s K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.</i>
<i><b>General Notes:</b> The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year’s grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i>
<i><b>Special Notes:</b></i>
<i><b>Instructional Practices</b></i>
<i>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</i>
<i>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</i>
<i>2. Making close reading and rereading of texts central to lessons.</i>
<i>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</i>
<i>4. Requiring students to support answers with evidence from the text.</i>
<i>5. Providing extensive text-based research and writing opportunities (claims and evidence).</i>

<b>Reading Literature</b>	
<i><b>Benchmark Notes:</b> These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</i>	
<b>LACC.5.RL.1</b>	<b>Key Ideas and Details</b>
LACC.5.RL.1.1	Quote accurately from a text text when explaining what the text says explicitly and when drawing inferences from the text.
LACC.5.RL.1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LACC.5.RL.1.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

<b>LACC.5.RL.2</b>	<b>Craft and Structure</b>
LACC.5.RL.2.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LACC.5.RL.2.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LACC.5.RL.2.6	Distinguish their own point of view from that of the narrator or those of the characters.
<b>LACC.5.RL.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.5.RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LACC.5.RL.3.8	(Not applicable to literature)
LACC.5.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<b>LACC.5.RL.4</b>	<b>Range of Reading and Complexity of Text</b>
LACC.5.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>Reading Informational Text</b>	
<i><b>Benchmark Notes:</b> These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</i>	
<b>LACC.5.RI.1</b>	<b>Key Ideas and Details</b>
LACC.5.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LACC.5.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LACC.5.RI.1.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>LACC.5.RI.2</b>	<b>Craft and Structure</b>
LACC.5.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LACC.5.RI.2.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LACC.5.RI.2.6	Distinguish their own point of view from that of the author of a text.

<b>LACC.5.RI.3 Integration of Knowledge and Ideas</b>	
LACC.5.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LACC.5.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
LACC.5.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>LACC.RI.4 Range of Reading and Level of Text Complexity</b>	
LACC.5.RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
SS. 5.C. 1.1	Explain how and why the United States government was created.
SS. 5. C.1. 3	Explain the definition and origin of rights.
SS. 5.C.1.5	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
SC.5.N.1.3	Recognize and explain the need for repeated experimental trials.
SC.5.N.1.4	Identify a control group and explain its importance in an experiment.
SC.5.N.1.5	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."
SC.5.N.1.6	Recognize and explain the difference between personal opinion/interpretation and verified observation.
<b>Reading Foundational Skills</b>	
<p><b>Benchmark Notes:</b> <i>The reading foundational skills benchmarks are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</i></p>	
<p><b>Special Note:</b> <i>Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.</i></p>	



<b>LACC.5.RF.3</b>	<b>Phonics and Word Recognition</b>
LACC.5.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LACC.5.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
LACC.5.RF.3.3.b	Decode words with common Latin suffixes.
LACC.5.RF.3.3.c	Decode multisyllable words.
LACC.5.RF.3.3.d	Read grade-appropriate irregularly spelled words.
<b>LACC.5.RF.4</b>	<b>Fluency</b>
LACC.5.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LACC.5.RF.4.4.a	Read grade-level text with purpose and understanding.
LACC.5.RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LACC.5.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Writing</b>	
<i><b>Benchmark Notes:</b> Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.</i>	
<b>LACC.5.W.1</b>	<b>Text Types and Purposes</b>
LACC.5.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LACC.5.W.1.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
LACC.5.W.1.1.b	Provide reasons that support the opinion.
LACC.5.W.1.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LACC.5.W.1.1.d	Provide a concluding statement or section.
LACC.5.W.1.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LACC.5.W.1.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
LACC.5.W.1.2b	Develop the topic with facts, definitions, and details.
LACC.5.W.1.2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LACC.5.W.1.2d	Provide a concluding statement or section.
LACC.5.W.1.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LACC.5.W.1.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LACC.5.W.1.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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LACC.5.W.1.3c	Use temporal words and phrases to signal event order.
LACC.5.W.1.3d	Provide a sense of closure.
<b>LACC.5.W.2 Production and Distribution of Writing</b>	
LACC.5.W.2.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.5.W.2.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LACC.5.W.2.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<b>LACC.5.W.3 Research to Build and Present Knowledge</b>	
LACC.5.W.3.7	Conduct short research projects that build knowledge about a topic.
LACC.5.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LACC.5.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LACC.5.W.3.9.a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”).
LACC.5.W.3.9.b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
<b>LACC.5.W.4 Range of Writing</b>	
LACC.5.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Speaking and Listening</b>	
<i><b>Benchmark Notes:</b> The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.</i>	
<b>LACC.5.SL.1 Comprehension and Collaboration</b>	
LACC.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
LACC.5.SL.1.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
LACC.5.SL.1.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LACC.5.SL.1.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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LACC.5.SL.1.1.d	Explain their own ideas and understanding in light of the discussion.
LACC.5.SL.1.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LACC.5.SL.1.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Presentation of Knowledge and Ideas
<b>LACC.5.SL.2 Presentation of Knowledge and Ideas</b>	
LACC.5.SL.2.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LACC.5.SL.2.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LACC.5.SL.2.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>Language</b>	
<i><b>Benchmark Notes:</b> The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.</i>	
<b>LACC.5.L.1 Conventions of Standard English</b>	
LACC.5.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.5.L.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LACC.5.L.1.1.b	Form and use regular and irregular plural nouns.
LACC.5.L.1.1.c	Use abstract nouns (e.g., childhood).
LACC.5.L.1.1.d	Form and use regular and irregular verbs.
LACC.5.L.1.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
LACC.5.L.1.1.f	Ensure subject-verb and pronoun-antecedent agreement.
LACC.5.L.1.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LACC.5.L.1.1.h	Use coordinating and subordinating conjunctions.
LACC.5.L.1.1.i	Produce simple, compound, and complex sentences.
LACC.5.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.5.L.1.2.a	Capitalize appropriate words in titles.
LACC.5.L.1.2.b	Use commas in addresses.
LACC.5.L.1.2.c	Use commas and quotation marks in dialogue.
LACC.5.L.1.2.d	Form and use possessives.

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LACC.5.L.1.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LACC.5.L.1.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LACC.5.L.1.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<b>LACC.5.L.2 Knowledge of Language</b>	
LACC.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LACC.5.L.2.3.a	Choose words and phrases for effect.
LACC.5.L.2.3.b	Recognize and observe differences between the conventions of spoken and written standard English.
<b>LACC.5.L.3 Vocabulary Acquisition and Use</b>	
LACC.5.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LACC.5.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
LACC.5.L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LACC.5.L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LACC.5.L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LACC.5.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LACC.5.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LACC.5.L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LACC.5.L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LACC.5.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

<b>Course Number: 5010045</b>
<b>Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Language Arts » SubSubject: General »</b>
<b>Course Title: Language Arts - Grade Four</b>
<b>Course Section: Grades PreK to 12 Education Courses</b>
<b>Abbreviated Title: LANG ARTS GRADE 4</b>
<b>Number of Credits: N/A</b>
<b>Course Length: Year</b>
<b>Course Type: Core</b>
<b>Course Status: SBE Approval Pending</b>
<b>Class Size? Yes</b>
<i><b>Course Description:</b> This course description defines what students should understand and be able to do by the end of Grade 4. The benchmarks are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida’s K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.</i>
<i><b>General Notes:</b> The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year’s grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i>
<i><b>Special Notes:</b></i>
<i><b>Instructional Practices</b></i>
<i>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</i>
<i>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</i>
<i>2. Making close reading and rereading of texts central to lessons.</i>
<i>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</i>
<i>4. Requiring students to support answers with evidence from the text.</i>
<i>5. Providing extensive text-based research and writing opportunities (claims and evidence).</i>

<b>Reading Literature</b>	
<i><b>Benchmark Notes:</b> These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</i>	
<b>LACC.4.RL.1 Key Ideas and Details</b>	
LACC.4.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LACC.4.RL.1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LACC.4.RL.1.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
<b>LACC.4.RL.2 Craft and Structure</b>	
LACC.4.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LACC.4.RL.2.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
LACC.4.RL.2.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<b>LACC.4.RL.3 Integration of Knowledge and Ideas</b>	
LACC.4.RL.3.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
LACC.4.RL.3.8	(Not applicable to literature)
LACC.4.RL.3.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<b>LACC.4.RL.4 Range of Reading and Level of Text Complexity</b>	
LACC.4.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading Informational Text</b>	

**Benchmark Notes:** *These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

<b>LACC.4.RI.1 Key Ideas and Details</b>	
LACC.4.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LACC.4.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LACC.4.RI.1.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>LACC.4.RI.2 Craft and Structure</b>	
LACC.4.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
LACC.4.RI.2.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LACC.4.RI.2.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<b>LACC.4.RI.3 Integration of Knowledge and Ideas</b>	
LACC.4.RI.3.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LACC.4.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text.
LACC.4.RI.3.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>LACC.4.RI.4 Range of Reading and Level of Text Complexity</b>	
LACC.4.RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SS.4.C.1.1	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.
SC.4.N.1.3	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.
SC.4.N.1.4	Attempt reasonable answers to scientific questions and cite evidence in support.
SC.4.N.1.5	Compare the methods and results of investigations done by other classmates.

SC.4.N.1.6 Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

## Reading Foundational Skills

**Benchmark Notes:** *The reading foundational skills benchmarks are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.*

**Special Note:** *Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

### LACC.4.RF.3 Phonics and Word Recognition

LACC.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
LACC.4.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### LACC.4.RF.4 Fluency

LACC.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  
LACC.4.RF.4.4a Read grade-level text with purpose and understanding.  
LACC.4.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  
LACC.4.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

## Writing

**Benchmark Notes:** *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

### LACC.4.W.1 Text Types and Purposes

LACC.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
LACC.4.W.1.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  
LACC.4.W.1.1b Provide reasons that are supported by facts and details.  
LACC.4.W.1.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  
LACC.4.W.1.1d Provide a concluding statement or section related to the opinion presented.  
LACC.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



<p>LACC.4.W.1.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>LACC.4.W.1.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LACC.4.W.1.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>LACC.4.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LACC.4.W.1.2e Provide a concluding statement or section related to the information or explanation presented.</p>
<p>LACC.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LACC.4.W.1.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>LACC.4.W.1.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>LACC.4.W.1.3c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>LACC.4.W.1.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>LACC.4.W.1.3e Provide a conclusion that follows from the narrated experiences or events.</p>
<p><b>LACC.4.W.2 Production and Distribution of Writing</b></p>
<p>LACC.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p>LACC.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)</p>
<p>LACC.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
<p><b>LACC.4.W.3 Research to Build and Present Knowledge</b></p>
<p>LACC.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<p>LACC.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p>LACC.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LACC.4.W.3.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>LACC.4.W.3.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
<p><b>LACC.4.W.4 Range of Writing</b></p>
<p>LACC.4.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

## Speaking and Listening

**Benchmark Notes:** *The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

### LACC.4.SL.1 Comprehension and Collaboration

LACC.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LACC.4.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

LACC.4.SL.1.1b Follow agreed-upon rules for discussions and carry out assigned roles.

LACC.4.SL.1.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

LACC.4.SL.1.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

LACC.4.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LACC.4.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### LACC.4.SL.2 Presentation of Knowledge and Ideas

LACC.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LACC.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

LACC.4.SL.2.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

## Language

**Benchmark Notes:** *The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. \* Standard may be re-addressed at a higher grade level.*

<p><b>LACC.4.L.1 Conventions of Standard English</b></p> <p>LACC.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.4.L.1.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>LACC.4.L.1.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>LACC.4.L.1.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>LACC.4.L.1.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>LACC.4.L.1.1e Form and use prepositional phrases.</p> <p>LACC.4.L.1.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>LACC.4.L.1.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>
<p>LACC.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.4.L.2.3a Choose words and phrases to convey ideas precisely.*</p> <p>LACC.4.L.2.3b Choose punctuation for effect.*</p> <p>LACC.4.L.2.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
<p><b>LACC.4.L.2 Knowledge of Language</b></p>
<p>LACC.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.4.L.2.3a Choose words and phrases to convey ideas precisely.*</p> <p>LACC.4.L.2.3b Choose punctuation for effect.*</p>
<p><b>LACC.4.L.3 Vocabulary Acquisition and Use</b></p>
<p>LACC.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>LACC.4.L.3.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>LACC.4.L.3.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>LACC.4.L.3.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>LACC.4.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>LACC.4.L.3.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>LACC.4.L.3.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>LACC.4.L.3.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)</p>
<p>LACC.4.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

<b>Course Number: 5010044</b>
<b>Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Language Arts » SubSubject: General »</b>
<b>Course Title: Language Arts - Grade Three</b>
<b>Course Section: Grades PreK to 12 Education Courses</b>
<b>Abbreviated Title: LANG ARTS GRADE 3</b>
<b>Number of Credits: N/A</b>
<b>Course Length: Year</b>
<b>Course Type: Core</b>
<b>Course Status: SBE Approval Pending</b>
<b>Class Size? Yes</b>
<i><b>Course Description:</b> This course description defines what students should understand and be able to do by the end of Grade 3. The benchmarks are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.</i>
<i><b>General Notes:</b> The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i>
<i><b>Special Notes:</b></i>
<i><b>Instructional Practices</b></i>
<i>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</i>
<i>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</i>
<i>2. Making close reading and rereading of texts central to lessons.</i>
<i>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</i>
<i>4. Requiring students to support answers with evidence from the text.</i>
<i>5. Providing extensive text-based research and writing opportunities (claims and evidence).</i>

## Reading Literature

**Benchmark Notes:** *These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

### LACC.3.RL.1 Key Ideas and Details

LACC.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LACC.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

LACC.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### LACC.3.RL.2 Craft and Structure

LACC.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

LACC.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

LACC.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

### LACC.3.RL.3 Integration of Knowledge and Ideas

LACC.3.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

LACC.3.RL.3.8 (Not applicable to literature)

LACC.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### LACC.3.RL.4 Range of Reading and Complexity of Text

LACC.3.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

## Reading Informational Text

**Benchmark Notes:** *These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

<b>LACC.3.RI.1 Key Ideas and Details</b>	
LACC.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LACC.3.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LACC.3.RI.1.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>LACC.3.RI.2 Craft and Structure</b>	
LACC.3.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LACC.3.RI.2.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LACC.3.RI.2.6	Distinguish their own point of view from that of the author of a text.
<b>LACC.3.RI.3 Integration of Knowledge and Ideas</b>	
LACC.3.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LACC.3.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
LACC.3.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>LACC.3.RI.4 Range of Reading and Level of Text Complexity</b>	
LACC.3.RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
SS.3.C.1.2	Describe how government gains power from the people.
SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic duties.
SC.3.N.1.3	Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.
SC.3.N.1.4	Recognize the importance of communication among scientists.
SC.3.N.1.5	Recognize that scientists question, discuss, and check each others' evidence and explanations.
SC.3.N.1.6	Infer based on observation.
<b>Reading Foundational Skills</b>	

**Benchmark Notes:** *The reading foundational skills benchmarks are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.*

**Special Note:** *Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

### **LACC.3.RF.3 Phonics and Word Recognition**

LACC.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
LACC.3.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.  
LACC.3.RF.3.3b Decode words with common Latin suffixes.  
LACC.3.RF.3.3c Decode multisyllable words.  
LACC.3.RF.3.3d Read grade-appropriate irregularly spelled words.

### **LACC.3.RF.4 Fluency**

LACC.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  
LACC.3.RF.4.4a Read grade-level text with purpose and understanding.  
LACC.3.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  
LACC.3.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Writing**

**Benchmark Notes:** *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

### **LACC.3.W.1 Text Types and Purposes**

LACC.3.W.1.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.  
LACC.3.W.1.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  
LACC.3.W.1.1b Provide reasons that support the opinion.  
LACC.3.W.1.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  
LACC.3.W.1.1d Provide a concluding statement or section.  
LACC.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
LACC.3.W.1.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  
LACC.3.W.1.2b Develop the topic with facts, definitions, and details.  
LACC.3.W.1.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within

	categories of information.
	LACC.3.W.1.2d Provide a concluding statement or section.
	LACC.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	LACC.3.W.1.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	LACC.3.W.1.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	LACC.3.W.1.3c Use temporal words and phrases to signal event order.
	LACC.3.W.1.3d Provide a sense of closure.
<b>LACC.3.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.3.W.2.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.3.W.2.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LACC.3.W.2.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<b>LACC.3.W.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.3.W.3.7	Conduct short research projects that build knowledge about a topic.
LACC.3.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LACC.3.W.3.9	(Begins in grade 4)
<b>LACC.3.W.4</b>	<b>Range of Writing</b>
LACC.3.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Speaking and Listening</b>	
<i><b>Benchmark Notes:</b> The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.</i>	
<b>LACC.3.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.3.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
LACC.3.SL.1.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
LACC.3.SL.1.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LACC.3.SL.1.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.



LACC.3.SL.1.1d	Explain their own ideas and understanding in light of the discussion.
LACC.3.SL.1.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LACC.3.SL.1.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b>LACC.3.SL.2 Presentation of Knowledge and Ideas</b>	
LACC.3.SL.2.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LACC.3.SL.2.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LACC.3.SL.2.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

<b>Language</b>	
<i><b>Benchmark Notes:</b> The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. *Standard may be re-addressed at a higher grade level.</i>	
<b>LACC.3.L.1 Conventions of Standard English</b>	
LACC.3.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.3.L.1.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LACC.3.L.1.1b	Form and use regular and irregular plural nouns.
LACC.3.L.1.1c	Use abstract nouns (e.g., childhood).
LACC.3.L.1.1d	Form and use regular and irregular verbs.
LACC.3.L.1.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
LACC.3.L.1.1f	Ensure subject-verb and pronoun-antecedent agreement.*
LACC.3.L.1.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LACC.3.L.1.1h	Use coordinating and subordinating conjunctions.
LACC.3.L.1.1i	Produce simple, compound, and complex sentences.

LACC.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LACC.3.L.1.2a Capitalize appropriate words in titles.

LACC.3.L.1.2b Use commas in addresses.

LACC.3.L.1.2c Use commas and quotation marks in dialogue.

LACC.3.L.1.2d Form and use possessives.

LACC.3.L.1.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

LACC.3.L.1.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

LACC.3.L.1.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**LACC.3.L.2 Knowledge of Language**

LACC.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LACC.3.L.2.3a Choose words and phrases for effect.\*

LACC.3.L.2.3b Recognize and observe differences between the conventions of spoken and written standard English.

LACC.3.L.2.3.a Choose words and phrases for effect.

LACC.3.L.2.3.b Recognize and observe differences between the conventions of spoken and written standard English.

**LACC.3.L.3 Vocabulary Acquisition and Use**

LACC.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

LACC.3.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

LACC.3.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

LACC.3.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

LACC.3.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

LACC.3.L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

LACC.3.L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

LACC.3.L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

LACC.3.L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

LACC.3.L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

<b>Course Number: 5010043</b>
<b>Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Language Arts » SubSubject: General »</b>
<b>Course Title: Language Arts - Grade Two</b>
<b>Course Section: Grades PreK to 12 Education Courses</b>
<b>Abbreviated Title: LANG ARTS GRADE 2</b>
<b>Number of Credits: N/A</b>
<b>Course Length: Year</b>
<b>Course Type: Core</b>
<b>Course Status: SBE Approval Pending</b>
<b>Class Size? Yes</b>
<i><b>Course Description:</b> This course description defines what students should understand and be able to do by the end of Grade 2. The benchmarks are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida’s K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.</i>
<i><b>General Notes:</b> The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year’s grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i>
<i><b>Special Notes:</b></i>
<i><b>Instructional Practices</b></i>
<i>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</i>
<i>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</i>
<i>2. Making close reading and rereading of texts central to lessons.</i>
<i>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</i>
<i>4. Requiring students to support answers with evidence from the text.</i>
<i>5. Providing extensive text-based research and writing opportunities (claims and evidence).</i>

## Reading Literature

**Benchmark Notes:** *These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

### **LACC.2.RL.1 Key Ideas and Details**

LACC.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LACC.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LACC.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

<b>LACC.2.RL.2 Craft and Structure</b>	
LACC.2.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LACC.2.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LACC.2.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>LACC.2.RL.3 Integration of Knowledge and Ideas</b>	
LACC.2.RL.3.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LACC.2.RL.3.8	(Not applicable to literature)
LACC.2.RL.3.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<b>LACC.2.RL.4 Range of Reading and Level of Text Complexity</b>	
LACC.2.RL.4.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading Informational Text</b>	
<i><b>Benchmark Notes:</b> These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</i>	
<b>LACC.2.RI.1 Key Ideas and Details</b>	
LACC.2.RI.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LACC.2.RI.1.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LACC.2.RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>LACC.2.RI.2 Craft and Structure</b>	
LACC.2.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LACC.2.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LACC.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>LACC.2.RI.3 Integration of Knowledge and Ideas</b>	
LACC.2.RI.3.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

LACC.2.RI.3.8	Describe how reasons support specific points the author makes in a text.
LACC.2.RI.3.9	Compare and contrast the most important points presented by two texts on the same topic.
<b>LACC.2.RI.4 Range of Reading and Level of Text Complexity</b>	
LACC.2.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.
SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans and women.
SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.
SC.2.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
SC.2.N.1.3	Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.
SC.2.N.1.5	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).
<b>Reading Foundational Skills</b>	
<p><b>Benchmark Notes:</b> <i>The reading foundational skills benchmarks are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</i></p>	
<p><b>Special Notes:</b> <i>Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.</i></p>	
<b>LACC.2.RF.3 Phonics and Word Recognition</b>	
LACC.2.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LACC.2.RF.3.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LACC.2.RF.3.3b	Know spelling-sound correspondences for additional common vowel teams.
LACC.2.RF.3.3c	Decode regularly spelled two-syllable words with long vowels.
LACC.2.RF.3.3d	Decode words with common prefixes and suffixes.
LACC.2.RF.3.3e	Identify words with inconsistent but common spelling-sound correspondences.
LACC.2.RF.3.3f	Recognize and read grade-appropriate irregularly spelled words.
<b>LACC.2.RF.4 Fluency</b>	
LACC.2.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

LACC.2.RF.4.4a Read grade-level text with purpose and understanding.  
LACC.2.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.  
LACC.2.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing

**Benchmark Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.

### LACC.2.W.1 Text Types and Purposes

LACC.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LACC.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LACC.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### LACC.2.W.2 Production and Distribution of Writing

LACC.2.W.2.4 (Begins in grade 3)

LACC.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

LACC.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### LACC.2.W.3 Research to Build and Present Knowledge

LACC.2.W.3.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

LACC.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.

LACC.2.W.3.9 (Begins in grade 4)

### LACC.2.W.4 Range of Writing

LACC.2.W.4.10 (Begins in grade 3)

## Speaking and Listening

**Benchmark Notes:** *The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

**LACC.2.SL.1 Comprehension and Collaboration**

LACC.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LACC.2.SL.1.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

LACC.2.SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.

LACC.2.SL.1.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

LACC.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LACC.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**LACC.2.SL.2 Presentation of Knowledge and Ideas**

LACC.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

LACC.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

LACC.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language**

**Benchmark Notes:** *The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.*



<b>LACC.2.L.1 Conventions of Standard English</b>
LACC.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LACC.2.L.1.1a Use collective nouns (e.g., group). LACC.2.L.1.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). LACC.2.L.1.1c Use reflexive pronouns (e.g., myself, ourselves). LACC.2.L.1.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). LACC.2.L.1.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. LACC.2.L.1.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LACC.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LACC.2.L.1.2a Capitalize holidays, product names, and geographic names. LACC.2.L.1.2b Use commas in greetings and closings of letters. LACC.2.L.1.2c Use an apostrophe to form contractions and frequently occurring possessives. LACC.2.L.1.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). LACC.2.L.1.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
<b>LACC.2.L.2 Knowledge of Language</b>
LACC.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. LACC.2.L.2.3a Compare formal and informal uses of English.
<b>LACC.2.L.3 Vocabulary Acquisition and Use</b>
LACC.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. LACC.2.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. LACC.2.L.3.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). LACC.2.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). LACC.2.L.3.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). LACC.2.L.3.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LACC.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. LACC.2.L.3.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). LACC.2.L.3.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LACC.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

<b>Course Number: 5010042</b>
<b>Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Language Arts » SubSubject: General »</b>
<b>Course Title: Language Arts - Grade One</b>
<b>Course Section: Grades PreK to 12 Education Courses</b>
<b>Abbreviated Title: LANG ARTS GRADE 1</b>
<b>Number of Credits: N/A</b>
<b>Course Length: Year</b>
<b>Course Type: Core</b>
<b>Course Status: SBE Approval Pending</b>
<b>Class Size? Yes</b>
<i><b>Course Description:</b> This course description defines what students should understand and be able to do by the end of Grade 1. The benchmarks are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida’s K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.</i>
<i><b>General Notes:</b> The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year’s grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i>
<i><b>Special Notes:</b></i>
<i><b>Instructional Practices</b></i>
<i>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</i>
<i>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</i>
<i>2. Making close reading and rereading of texts central to lessons.</i>
<i>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</i>
<i>4. Requiring students to support answers with evidence from the text.</i>

5. <i>Providing extensive text-based research and writing opportunities (claims and evidence).</i>
<b>Reading Literature</b>
<i>Benchmark Notes: These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</i>
<b>LACC.1.RL.1 Key Ideas and Details</b>
LACC.1.RL.1.1 Ask and answer questions about key details in a text.
LACC.1.RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LACC.1.RL.1.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.
<b>LACC.1.RL.2 Craft and Structure</b>
LACC.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LACC.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LACC.1.RL.2.6 Identify who is telling the story at various points in a text.
<b>LACC.1.RL.3 Integration of Knowledge and Ideas</b>
LACC.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.
LACC.1.RL.3.8 (Not applicable to literature)
LACC.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.
<b>LACC.1.RL.4 Range of Reading and Level of Text Complexity</b>
LACC.1.RL.4.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>Reading Informational Text</b>
<i>Benchmark Notes: These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</i>
<b>LACC.1.RI.1 Key Ideas and Details</b>
LACC.1.RI.1.1 Ask and answer questions about key details in a text.
LACC.1.RI.1.2 Identify the main topic and retell key details of a text.

LACC.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>LACC.1.RI.2 Craft and Structure</b>
LACC.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LACC.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LACC.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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<b>LACC.1.RI.3 Integration of Knowledge and Ideas</b>	
LACC.1.RI.3.7	Use the illustrations and details in a text to describe its key ideas.
LACC.1.RI.3.8	Identify the reasons an author gives to support points in a text.
LACC.1.RI.3.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>LACC.1.RI.4 Range of Reading and Level of Text Complexity</b>	
LACC.1.RI.4.10	With prompting and support, read informational texts appropriately complex for grade 1.
SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.
SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.
SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy.
SC.1.N.1.2	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
SC.1.N.1.3	Keep records as appropriate - such as pictorial and written records - of investigations conducted.
<b>Reading Foundational Skills</b>	
<p><i><b>Benchmark Notes:</b> The reading foundational skills benchmarks are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</i></p> <p><i><b>Special Note:</b> Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.</i></p>	
<b>LACC.1.RF.1 Print Concepts</b>	
LACC.1.RF.1.1	Demonstrate understanding of the organization and basic features of print.
LACC.1.RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>LACC.1.RF.2 Phonological Awareness</b>	
LACC.1.RF.2.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LACC.1.RF.2.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
LACC.1.RF.2.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LACC.1.RF.2.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LACC.1.RF.2.2d	Segment spoken single-syllable words into their complete sequence of individual sounds

(phonemes).
<b>LACC.1.RF.3 Phonics and Word Recognition</b>
LACC.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. LACC.1.RF.3.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). LACC.1.RF.3.3b Decode regularly spelled one-syllable words. LACC.1.RF.3.3c Know final -e and common vowel team conventions for representing long vowel sounds. LACC.1.RF.3.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. LACC.1.RF.3.3e Decode two-syllable words following basic patterns by breaking the words into syllables. LACC.1.RF.3.3f Read words with inflectional endings. LACC.1.RF.3.3g Recognize and read grade-appropriate irregularly spelled words.
<b>LACC.1.RF.4 Fluency</b>
LACC.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. LACC.1.RF.4.4a Read grade-level text with purpose and understanding. LACC.1.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression. LACC.1.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Writing</b>
<i><b>Benchmark Notes:</b> Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year’s grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.</i>
<b>LACC.1.W.1 Text Types and Purposes</b>
LACC.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LACC.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LACC.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<b>LACC.1.W.2 Production and Distribution of Writing</b>
LACC.1.W.2.4 (Begins in grade 3)
LACC.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
LACC.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

<b>LACC.1.W.3 Research to Build and Present Knowledge</b>
LACC.1.W.3.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LACC.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LACC.1.W.3.9 (Begins in grade 4)
<b>LACC.1.W.4 Range of Writing</b>
LACC.1.W.4.10 (Begins in grade 3)
<b>Speaking &amp; Listening</b>
<i><b>Benchmark Notes:</b> The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.</i>
<b>LACC.1.SL.1 Comprehension and Collaboration</b>
LACC.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LACC.1.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LACC.1.SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
LACC.1.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
LACC.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LACC.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>LACC.1.SL.2 Presentation of Knowledge and Ideas</b>
LACC.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LACC.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LACC.1.SL.2.6 Produce complete sentences when appropriate to task and situation.
<b>Language</b>

**Benchmark Notes:** *The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

### **LACC.1.L.1 Conventions of Standard English**

LACC.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.1.L.1.1a Print all upper- and lowercase letters.

LACC.1.L.1.1b Use common, proper, and possessive nouns.

LACC.1.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

LACC.1.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

LACC.1.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

LACC.1.L.1.1f Use frequently occurring adjectives.

LACC.1.L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

LACC.1.L.1.1h Use determiners (e.g., articles, demonstratives).

LACC.1.L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).

LACC.1.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

LACC.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LACC.1.L.1.2a Capitalize dates and names of people.

LACC.1.L.1.2b Use end punctuation for sentences.

LACC.1.L.1.2c Use commas in dates and to separate single words in a series.

LACC.1.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

LACC.1.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### **LACC.1.L.2 Knowledge of Language**

LACC.1.L.2.3 (Begins in grade 2)

### **LACC.1.L.3 Vocabulary Acquisition and Use**

LACC.1.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

LACC.1.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

LACC.1.L.3.4b Use frequently occurring affixes as a clue to the meaning of a word.

LACC.1.L.3.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

LACC.1.L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

LACC.1.L.3.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

LACC.1.L.3.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

LACC.1.L.3.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

LACC.1.L.3.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing



them or by acting out the meanings.

LACC.1.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

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<b>Course Number: 5010041</b>
<b>Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Language Arts » SubSubject: General »</b>
<b>Course Title: Language Arts - Kindergarten</b>
<b>Course Section: Grades PreK to 12 Education Courses</b>
<b>Abbreviated Title: LANG ARTS GRADE K</b>
<b>Number of Credits: NA</b>
<b>Course Length: Year</b>
<b>Course Type: Core</b>
<b>Course Status: SBE Approval Pending</b>
<b>Class Size? Yes</b>
<i><b>Course Description:</b> This course description defines what students should understand and be able to do by the end of Grade K. The benchmarks are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K-12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.</i>
<i><b>General Notes:</b> The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i>
<i><b>Special Notes:</b></i>
<i><b>Instructional Practices</b></i>
<i>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</i>
<i>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</i>
<i>2. Making close reading and rereading of texts central to lessons.</i>
<i>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</i>
<i>4. Requiring students to support answers with evidence from the text.</i>
<i>5. Providing extensive text-based research and writing opportunities (claims and evidence).</i>

## Reading Literature

**Benchmark Notes:** *These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

### LACC.K.RL.1 Key Ideas and Details

LACC.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LACC.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LACC.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

### LACC.K.RL.2 Craft and Structure

LACC.K.RL.2.4 Ask and answer questions about unknown words in a text.

LACC.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems).

LACC.K.RL.2.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### LACC.K.RL.3 Integration of Knowledge and Ideas

LACC.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

LACC.K.RL.3.8 (Not applicable to literature)

LACC.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### LACC.K.RL.4 Range of Reading and Level of Text Complexity

LACC.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.

## Reading Informational Text

**Benchmark Notes:** *These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

### LACC.K.RI.1 Key Ideas and Details

LACC.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.

LACC.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.

LACC.K.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>LACC.K.RI.2 Craft and Structure</b>	
LACC.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text.
LACC.K.RI.2.5	Identify the front cover, back cover, and title page of a book.
LACC.K.RI.2.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<b>LACC.K.RI.3 Integration of Knowledge and Ideas</b>	
LACC.K.RI.3.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LACC.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.
LACC.K.RI.3.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>LACC.K.RI.4 Range of Reading and Level of Text Complexity</b>	
LACC.K.RI.4.10	Actively engage in group reading activities with purpose and understanding.
SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school, and community.
SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.
SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
SC.K.N.1.1	Collaborate with a partner to collect information.
SC.K.N.1.3	Keep records as appropriate -- such as pictorial records -- of investigations conducted.
SC.K.L.14.2	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
<b>Reading Foundational Skills</b>	
<p><b>Benchmark Notes:</b> <i>The reading foundational skills benchmarks are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</i></p>	
<p><b>Special Note:</b> <i>Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications.</i></p>	
<b>LACC.K.RF.1 Print Concepts</b>	

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LACC.K.RF.1.1 Demonstrate understanding of the organization and basic features of print.

LACC.K.RF.1.1a Follow words from left to right, top to bottom, and page by page.

LACC.K.RF.1.1b Recognize that spoken words are represented in written language by specific sequences of letters.

LACC.K.RF.1.1c Understand that words are separated by spaces in print.

LACC.K.RF.1.1d Recognize and name all upper- and lowercase letters of the alphabet.

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<b>LACC.K.RF.2 Phonological Awareness</b>	
LACC.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
LACC.K.RF.2.2a Recognize and produce rhyming words.	
LACC.K.RF.2.2b Count, pronounce, blend, and segment syllables in spoken words.	
LACC.K.RF.2.2c Blend and segment onsets and rimes of single-syllable spoken words.	
LACC.K.RF.2.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.)	
LACC.K.RF.2.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
<b>LACC.K.RF.3 Phonics and Word Recognition</b>	
LACC.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
LACC.K.RF.3.3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	
LACC.K.RF.3.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	
LACC.K.RF.3.3c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).	
LACC.K.RF.3.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
<b>LACC.K.RF.4 Fluency</b>	
LACC.K.RF.4.4 Read emergent-reader texts with purpose and understanding.	
<b>Writing</b>	
<i><b>Benchmark Notes:</b> Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year’s grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.</i>	
<b>LACC.K.W.1 Text Types and Purposes</b>	
LACC.K.W.1.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).
LACC.K.W.1.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LACC.K.W.1.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

<b>LACC.K.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.K.W.2.4	(Begins in grade 3)
LACC.K.W.2.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
LACC.K.W.2.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>LACC.K.W.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.K.W.3.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LACC.K.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LACC.K.W.3.9	(Begins in grade 4)
<b>LACC.K.W.4</b>	<b>Range of Writing</b>
LACC.K.W.4.10	(Begins in grade 3)
<b>Speaking and Listening</b>	
<i><b>Benchmark Notes:</b> The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.</i>	
<b>LACC.K.SL.1</b>	<b>Comprehension and Collaboration</b>
LACC.K.SL.1.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LACC.K.SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
LACC.K.SL.1.1b	Continue a conversation through multiple exchanges.
LACC.K.SL.1.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LACC.K.SL.1.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>LACC.K.SL.2</b>	<b>Presentation of Knowledge and Ideas</b>
LACC.K.SL.2.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LACC.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LACC.K.SL.2.6	Speak audibly and express thoughts, feelings, and ideas clearly.

<b>Language</b>	
<i><b>Benchmark Notes:</b> The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.</i>	
<b>LACC.K.L.1</b>	<b>Conventions of Standard English</b>
LACC.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LACC.K.L.1.1a Print many upper- and lowercase letters. LACC.K.L.1.1b Use frequently occurring nouns and verbs. LACC.K.L.1.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). LACC.K.L.1.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). LACC.K.L.1.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). LACC.K.L.1.1f Produce and expand complete sentences in shared language activities.	
LACC.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LACC.K.L.1.2a Capitalize the first word in a sentence and the pronoun I. LACC.K.L.1.2b Recognize and name end punctuation. LACC.K.L.1.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). LACC.K.L.1.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
<b>LACC.K.L.2</b>	<b>Knowledge of Language</b>
LACC.K.L.2.3	(Begins in grade 2)
<b>LACC.K.L.3.4</b>	<b>Vocabulary Acquisition and Use</b>
LACC.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. LACC.K.L.3.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). LACC.K.L.3.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	
LACC.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings. LACC.K.L.3.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. LACC.K.L.3.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). LACC.K.L.3.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). LACC.K.L.3.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut,	



prance) by acting out the meanings.

LACC.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

DRAFT

## Course: 5010030 Functional Basic Skills in Communications- Elementary

<b>Course Number:</b>	5010030
<b>Course Title:</b>	Functional Basic Skills in Communications -Elementary
<b>Course Abbreviated Title:</b>	Funct Bas Skl in Commun -E
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades PreK to 5 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Length:</b>	Year
<b>Status:</b>	State Board Approved
<b>Course Description</b>	<p>This course will be composed of a multilevel classroom with learners from diverse backgrounds at varying English proficiency levels using a standards-based ESOL curriculum. This course supports English Language Learners' acquisition of English in order to learn and to read, write, and communicate orally in English, including the use of appropriate forms of English for different purposes, the importance of culture in various communicative modes, and the importance of active oral language participation within the classroom setting.</p> <p><b>Special Notes:</b>  <b>Instructional Practices</b></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> </ol>

5. Providing extensive text-based research and writing opportunities (claims and evidence).

### RELATED CERTIFICATIONS (5)

**Option 1:** ELEMENTARY EDUCATION (GRADES K - 6)

**Option 2:** PREKINDERGARTEN/PRIMARY EDUCATION (AGE 3 - GRADE 3)

**Option 3:** ELEMENTARY EDUCATION (GRADES 1 - 6)

**Option 4:** PRIMARY EDUCATION (GRADES K - 3)

#### Standards

LACC.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LACC.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LACC.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LACC.K.RL.2.4 Ask and answer questions about unknown words in a text.

LACC.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems).

LACC.K.RL.2.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

LACC.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

LACC.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LACC.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.

LACC.1.RL.1.1 Ask and answer questions about key details in a text.

LACC.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LACC.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

LACC.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

LACC.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

LACC.1.RL.2.6 Identify who is telling the story at various points in a text.

LACC.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.

	LACC.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.
	LACC.1.RL.4.10 With prompting and support, read stories and poetry of appropriate complexity for grade 1.
	LACC.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	LACC.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	LACC.2.RL.1.3 Describe how characters in a story respond to major events and challenges.
	LACC.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
	LACC.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	LACC.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
	LACC.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	LACC.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	LACC.2.RL.4.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	LACC.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	LACC.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	LACC.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	LACC.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	LACC.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
	LACC.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

		LACC.3.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
		LACC.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
		LACC.3.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
		LACC.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
		LACC.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
		LACC.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
		LACC.4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
		LACC.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
		LACC.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
		LACC.4.RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
		LACC.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		LACC.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		LACC.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

	LACC.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	LACC.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	LACC.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.
	LACC.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).
	LACC.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	LACC.5.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
	LACC.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.
	LACC.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.
	LACC.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	LACC.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text.
	LACC.K.RI.2.5 Identify the front cover, back cover, and title page of a book.
	LACC.K.RI.2.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
	LACC.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
	LACC.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text.
	LACC.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	LACC.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.
	LACC.1.RI.1.1 Ask and answer questions about key details in a text.
	LACC.1.RI.1.2 Identify the main topic and retell key details of a text.
	LACC.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	LACC.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	LACC.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

	LACC.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	LACC.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.
	LACC.1.RI.3.8 Identify the reasons an author gives to support points in a text.
	LACC.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	LACC.1.RI.4.10 With prompting and support, read informational texts appropriately complex for grade 1.
	LACC.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	LACC.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	LACC.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	LACC.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	LACC.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
	LACC.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	LACC.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	LACC.2.RI.3.8 Describe how reasons support specific points the author makes in a text.
	LACC.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.
	LACC.2.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	LACC.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	LACC.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
	LACC.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

		LACC.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
		LACC.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
		LACC.3.RI.2.6 Distinguish their own point of view from that of the author of a text.
		LACC.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
		LACC.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
		LACC.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
		LACC.3.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
		LACC.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		LACC.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
		LACC.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
		LACC.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
		LACC.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
		LACC.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
		LACC.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.
		LACC.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.



		LACC.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.
		LACC.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		LACC.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
		LACC.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
		LACC.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
		LACC.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		LACC.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
		LACC.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		LACC.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
		LACC.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
		<p>LACC.K.RF.1.1 Demonstrate understanding of the organization and basic features of print. <span style="float: right;">LACC.K.RF.1.1a</span>  Follow words from left to right, top to bottom, and page by page.</p> <p>LACC.K.RF.1.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>LACC.K.RF.1.1c Understand that words are separated by spaces in print.</p> <p>LACC.K.RF.1.1d Recognize and name all upper- and lowercase letters of the alphabet.</p>

		<p>LACC.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LACC.K.RF.2.2a Recognize and produce rhyming words.</p> <p>LACC.K.RF.2.2b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>LACC.K.RF.2.2c Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>LACC.K.RF.2.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/,or /x/.)</p> <p>LACC.K.RF.2.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
		<p>LACC.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.K.RF.3.3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>LACC.K.RF.3.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>LACC.K.RF.3.3c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>LACC.K.RF.3.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
		<p>LACC.K.RF.4.4 Read emergent-reader texts with purpose and understanding.</p>
		<p>LACC.1.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>LACC.1.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>
		<p>LACC.1.RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LACC.1.RF.2.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>LACC.1.RF.2.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>LACC.1.RF.2.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>LACC.1.RF.2.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>

		<p>LACC.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.1.RF.3.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>LACC.1.RF.3.3b Decode regularly spelled one-syllable words.</p> <p>LACC.1.RF.3.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>LACC.1.RF.3.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>LACC.1.RF.3.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>LACC.1.RF.3.3f Read words with inflectional endings.</p> <p>LACC.1.RF.3.3g Recognize and read grade-appropriate irregularly spelled words.</p>
		<p>LACC.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.1.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.1.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>LACC.1.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.2.RF.3.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>LACC.2.RF.3.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>LACC.2.RF.3.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>LACC.2.RF.3.3d Decode words with common prefixes and suffixes.</p> <p>LACC.2.RF.3.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>LACC.2.RF.3.3f Recognize and read grade-appropriate irregularly spelled words.</p>
		<p>LACC.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.2.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.2.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>LACC.2.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.3.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>LACC.3.RF.3.3b Decode words with common Latin suffixes.</p> <p>LACC.3.RF.3.3c Decode multisyllable words.</p> <p>LACC.3.RF.3.3d Read grade-appropriate irregularly spelled words.</p>

		<p>LACC.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  LACC.3.RF.4.4a Read grade-level text with purpose and understanding.  LACC.3.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  LACC.3.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  LACC.4.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>LACC.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  LACC.4.RF.4.4a Read grade-level text with purpose and understanding.  LACC.4.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  LACC.4.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  LACC.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>LACC.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  LACC.5.RF.4.4a Read grade-level text with purpose and understanding.  LACC.5.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  LACC.5.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>
		<p>LACC.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
		<p>LACC.K.W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
		<p>LACC.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>

	LACC.K.W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	LACC.K.W.3.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
	LACC.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	LACC.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	LACC.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	LACC.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	LACC.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
	LACC.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	LACC.1.W.3.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
	LACC.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	LACC.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	LACC.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	LACC.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	LACC.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	LACC.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

		LACC.2.W.3.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
		LACC.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.
		LACC.3.W.1.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. LACC.3.W.1.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. LACC.3.W.1.1b Provide reasons that support the opinion. LACC.3.W.1.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. LACC.3.W.1.1d Provide a concluding statement or section.
		LACC.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. LACC.3.W.1.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. LACC.3.W.1.2b Develop the topic with facts, definitions, and details. LACC.3.W.1.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. LACC.3.W.1.2d Provide a concluding statement or section.
		LACC.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. LACC.3.W.1.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. LACC.3.W.1.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. LACC.3.W.1.3c Use temporal words and phrases to signal event order. LACC.3.W.1.3d Provide a sense of closure.
		LACC.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
		LACC.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
		LACC.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
		LACC.3.W.3.7 Conduct short research projects that build knowledge about a topic.
		LACC.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

		<p>LACC.3.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>LACC.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  LACC.4.W.1.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  LACC.4.W.1.1b Provide reasons that are supported by facts and details.  LACC.4.W.1.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  LACC.4.W.1.1d Provide a concluding statement or section related to the opinion presented.</p>
		<p>LACC.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  LACC.4.W.1.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  LACC.4.W.1.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  LACC.4.W.1.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  LACC.4.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.  LACC.4.W.1.2e Provide a concluding statement or section related to the information or explanation presented.</p>
		<p>LACC.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  LACC.4.W.1.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  LACC.4.W.1.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.  LACC.4.W.1.3c Use a variety of transitional words and phrases to manage the sequence of events.  LACC.4.W.1.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.  LACC.4.W.1.3e Provide a conclusion that follows from the narrated experiences or events.</p>
		<p>LACC.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

		<p>LACC.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)</p>
		<p>LACC.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
		<p>LACC.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
		<p>LACC.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
		<p>LACC.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  LACC.4.W.3.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  LACC.4.W.3.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
		<p>LACC.4.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>LACC.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  LACC.5.W.1.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  LACC.5.W.1.1b Provide logically ordered reasons that are supported by facts and details.  LACC.5.W.1.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  LACC.5.W.1.1d Provide a concluding statement or section related to the opinion presented.</p>



		<p>LACC.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LACC.5.W.1.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>LACC.5.W.1.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LACC.5.W.1.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>LACC.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LACC.5.W.1.2e Provide a concluding statement or section related to the information or explanation presented.</p>
		<p>LACC.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LACC.5.W.1.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>LACC.5.W.1.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>LACC.5.W.1.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>LACC.5.W.1.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>LACC.5.W.1.3e Provide a conclusion that follows from the narrated experiences or events.</p>
		<p>LACC.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
		<p>LACC.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p>
		<p>LACC.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
		<p>LACC.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

		<p>LACC.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
		<p>LACC.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  LACC.5.W.3.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).  LACC.5.W.3.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>LACC.5.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>LACC.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  LACC.K.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  LACC.K.SL.1.1b Continue a conversation through multiple exchanges.</p>
		<p>LACC.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
		<p>LACC.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
		<p>LACC.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
		<p>LACC.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
		<p>LACC.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
		<p>LACC.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  LACC.1.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  LACC.1.SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  LACC.1.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p>

		LACC.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		LACC.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
		LACC.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
		LACC.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
		LACC.1.SL.2.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
		<p>LACC.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>LACC.2.SL.1.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>LACC.2.SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>LACC.2.SL.1.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
		LACC.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		LACC.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
		LACC.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
		LACC.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
		LACC.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)

		<p>LACC.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LACC.3.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>LACC.3.SL.1.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>LACC.3.SL.1.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>LACC.3.SL.1.1d Explain their own ideas and understanding in light of the discussion.</p>
		<p>LACC.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>LACC.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
		<p>LACC.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
		<p>LACC.3.SL.2.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
		<p>LACC.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>
		<p>LACC.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LACC.4.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>LACC.4.SL.1.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>LACC.4.SL.1.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>LACC.4.SL.1.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
		<p>LACC.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

		LACC.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.
		LACC.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		LACC.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
		LACC.4.SL.2.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)
		<p>LACC.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LACC.5.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>LACC.5.SL.1.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>LACC.5.SL.1.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>LACC.5.SL.1.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
		LACC.5.SL.1.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		LACC.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
		LACC.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		LACC.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
		LACC.5.SL.2.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)

		<p>LACC.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.K.L.1.1a Print many upper- and lowercase letters.</p> <p>LACC.K.L.1.1b Use frequently occurring nouns and verbs.</p> <p>LACC.K.L.1.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>LACC.K.L.1.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>LACC.K.L.1.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>LACC.K.L.1.1f Produce and expand complete sentences in shared language activities.</p>
		<p>LACC.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.K.L.1.2a Capitalize the first word in a sentence and the pronoun I.</p> <p>LACC.K.L.1.2b Recognize and name end punctuation.</p> <p>LACC.K.L.1.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>LACC.K.L.1.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
		<p>(Begins in Grade 2)</p>
		<p>LACC.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>LACC.K.L.3.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>LACC.K.L.3.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
		<p>LACC.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>LACC.K.L.3.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>LACC.K.L.3.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>LACC.K.L.3.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>LACC.K.L.3.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
		<p>LACC.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

LACC.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.1.L.1.1a Print all upper- and lowercase letters.

LACC.1.L.1.1b Use common, proper, and possessive nouns.

LACC.1.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

LACC.1.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

LACC.1.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

LACC.1.L.1.1f Use frequently occurring adjectives.

LACC.1.L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

LACC.1.L.1.1.h Use determiners (e.g., articles, demonstratives).

LACC.1.L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

LACC.1.L.1.1. Produce and expand complete simple and compound declarative, interrogative j, imperative, and exclamatory sentences in response to prompts.

LACC.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LACC.1.L.1.2a Capitalize dates and names of people.

LACC.1.L.1.2b Use end punctuation for sentences.

LACC.1.L.1.2c Use commas in dates and to separate single words in a series.

LACC.1.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

LACC.1.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

LACC.1.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

LACC.1.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

LACC.1.L.3.4b Use frequently occurring affixes as a clue to the meaning of a word.

LACC.1.L.3.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

LACC.1.L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

LACC.1.L.3.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

LACC.1.L.3.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

LACC.1.L.3.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

LACC.1.L.3.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

LACC.1.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

LACC.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.2.L.1.1a Use collective nouns (e.g., group).

LACC.2.L.1.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

LACC.2.L.1.1c Use reflexive pronouns (e.g., myself, ourselves).

LACC.2.L.1.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

LACC.2.L.1.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

LACC.2.L.1.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

LACC.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LACC.2.L.1.2a Capitalize holidays, product names, and geographic names.

LACC.2.L.1.2b Use commas in greetings and closings of letters.

LACC.2.L.1.2c Use an apostrophe to form contractions and frequently occurring possessives.

LACC.2.L.1.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

LACC.2.L.1.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

LACC.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LACC.2.L.2.3a Compare formal and informal uses of English.



LACC.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

LACC.2.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

LACC.2.L.3.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

LACC.2.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

LACC.2.L.3.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

LACC.2.L.3.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

LACC.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

LACC.2.L.3.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

LACC.2.L.3.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

LACC.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

LACC.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.3.L.1.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

LACC.3.L.1.1b Form and use regular and irregular plural nouns.

LACC.3.L.1.1c Use abstract nouns (e.g., childhood).

LACC.3.L.1.1d Form and use regular and irregular verbs.

LACC.3.L.1.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

LACC.3.L.1.1f Ensure subject-verb and pronoun-antecedent agreement.\*

LACC.3.L.1.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

LACC.3.L.1.1.h Use coordinating and subordinating conjunctions.

LACC.3.L.1.1.i Produce simple, compound, and complex sentences.

		<p>LACC.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.3.L.1.2a Capitalize appropriate words in titles.</p> <p>LACC.3.L.1.2b Use commas in addresses.</p> <p>LACC.3.L.1.2c Use commas and quotation marks in dialogue.</p> <p>LACC.3.L.1.2d Form and use possessives.</p> <p>LACC.3.L.1.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>LACC.3.L.1.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>LACC.3.L.1.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
		<p>LACC.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.3.L.2.3a Choose words and phrases for effect.*</p> <p>LACC.3.L.2.3b Recognize and observe differences between the conventions of spoken and written standard English.</p>
		<p>LACC.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>LACC.3.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>LACC.3.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>LACC.3.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>LACC.3.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
		<p>LACC.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>LACC.3.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>LACC.3.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>LACC.3.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
		<p>LACC.3.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>

		<p>LACC.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.4.L.1.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>LACC.4.L.1.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>LACC.4.L.1.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>LACC.4.L.1.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>LACC.4.L.1.1e Form and use prepositional phrases.</p> <p>LACC.4.L.1.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>LACC.4.L.1.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>
		<p>LACC.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.4.L.1.2a Use correct capitalization.</p> <p>LACC.4.L.1.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>LACC.4.L.1.2c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>LACC.4.L.1.2d Spell grade-appropriate words correctly, consulting references as needed.</p>
		<p>LACC.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.4.L.2.3a Choose words and phrases to convey ideas precisely.*</p> <p>LACC.4.L.2.3b Choose punctuation for effect.*</p> <p>LACC.4.L.2.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
		<p>LACC.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>LACC.4.L.3.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>LACC.4.L.3.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>LACC.4.L.3.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>LACC.4.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>LACC.4.L.3.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>LACC.4.L.3.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>LACC.4.L.3.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
		<p>LACC.4.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
		<p>LACC.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.5.L.1.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>LACC.5.L.1.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>LACC.5.L.1.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>LACC.5.L.1.1d Recognize and correct inappropriate shifts in verb tense.*</p> <p>LACC.5.L.1.1e Use correlative conjunctions (e.g., either/or, neither/nor).</p>
		<p>LACC.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.5.L.1.2a Use punctuation to separate items in a series.*</p> <p>LACC.5.L.1.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>LACC.5.L.1.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>LACC.5.L.1.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>LACC.5.L.1.2e Spell grade-appropriate words correctly, consulting references as needed.</p>
		<p>LACC.5.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.5.L.2.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>LACC.5.L.2.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

LACC.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

LACC.5.L.3.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

LACC.5.L.3.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

LACC.5.L.3.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

LACC.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LACC.5.L.3.5a Interpret figurative language, including similes and metaphors, in context.

LACC.5.L.3.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

LACC.5.L.3.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## Course: 5010020 Functional Basic skills in Reading- Elementary

<b>Course Number:</b>	5010020
<b>Course Title:</b>	Functional Basic Skills in Reading -Elementary
<b>Course Abbreviated Title:</b>	Funct Bas Skl in Read -E
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades PreK to 5 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">General</a> »
<b>Course Length:</b>	Year
<b>Status:</b>	State Board Approved
<b>Course Description</b>	<p>This course will be composed of a multilevel classroom with learners from diverse backgrounds at varying English proficiency levels using a standards-based ESOL curriculum. This course supports English Language Learners' acquisition of English in order to learn and to read, write, and communicate orally in English, including the use of appropriate forms of English for different purposes, the importance of culture in various communicative modes, and the importance of active oral language participation within the classroom setting.</p> <p><b>Special Notes:</b>  <b>Instructional Practices</b></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> </ol>

5. Providing extensive text-based research and writing opportunities (claims and evidence).

### RELATED CERTIFICATIONS (5)

- Option 1:** ELEMENTARY EDUCATION (GRADES K - 6)  
**Option 2:** PREKINDERGARTEN/PRIMARY EDUCATION (AGE 3 - GRADE 3)  
**Option 3:** READING (GRADES K - 12)  
**Option 4:** PRIMARY EDUCATION (GRADES K - 3)  
**Option 5:** READING ENDORSEMENT  
**Option 6:** ELEMENTARY EDUCATION (GRADES 1 - 6)

### Standards

LACC.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LACC.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LACC.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LACC.K.RL.2.4 Ask and answer questions about unknown words in a text.

LACC.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems).

LACC.K.RL.2.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

LACC.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

LACC.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LACC.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.

LACC.1.RL.1.1 Ask and answer questions about key details in a text.

LACC.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LACC.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

LACC.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

LACC.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

LACC.1.RL.2.6 Identify who is telling the story at various points in a text.

	LACC.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.
	LACC.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.
	LACC.1.RL.4.10 With prompting and support, read stories and poetry of appropriate complexity for grade 1.
	LACC.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	LACC.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	LACC.2.RL.1.3 Describe how characters in a story respond to major events and challenges.
	LACC.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
	LACC.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	LACC.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
	LACC.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	LACC.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	LACC.2.RL.4.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	LACC.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	LACC.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	LACC.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	LACC.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	LACC.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
	LACC.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.



		LACC.3.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
		LACC.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
		LACC.3.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
		LACC.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
		LACC.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
		LACC.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
		LACC.4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
		LACC.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
		LACC.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
		LACC.4.RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
		LACC.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		LACC.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		LACC.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

	LACC.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	LACC.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	LACC.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.
	LACC.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).
	LACC.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	LACC.5.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
	LACC.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.
	LACC.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.
	LACC.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	LACC.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text.
	LACC.K.RI.2.5 Identify the front cover, back cover, and title page of a book.
	LACC.K.RI.2.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
	LACC.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
	LACC.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text.
	LACC.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	LACC.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.
	LACC.1.RI.1.1 Ask and answer questions about key details in a text.
	LACC.1.RI.1.2 Identify the main topic and retell key details of a text.
	LACC.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	LACC.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	LACC.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

	LACC.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	LACC.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.
	LACC.1.RI.3.8 Identify the reasons an author gives to support points in a text.
	LACC.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	LACC.1.RI.4.10 With prompting and support, read informational texts appropriately complex for grade 1.
	LACC.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	LACC.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	LACC.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	LACC.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	LACC.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
	LACC.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	LACC.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	LACC.2.RI.3.8 Describe how reasons support specific points the author makes in a text.
	LACC.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.
	LACC.2.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	LACC.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	LACC.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
	LACC.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

		LACC.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
		LACC.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
		LACC.3.RI.2.6 Distinguish their own point of view from that of the author of a text.
		LACC.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
		LACC.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
		LACC.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
		LACC.3.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
		LACC.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		LACC.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
		LACC.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
		LACC.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
		LACC.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
		LACC.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
		LACC.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.
		LACC.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

		LACC.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.
		LACC.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		LACC.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		LACC.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
		LACC.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
		LACC.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
		LACC.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		LACC.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
		LACC.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		LACC.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
		LACC.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
		<p>LACC.K.RF.1.1 Demonstrate understanding of the organization and basic features of print. <span style="float: right;">LACC.K.RF.1.1a</span>  Follow words from left to right, top to bottom, and page by page.</p> <p>LACC.K.RF.1.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>LACC.K.RF.1.1c Understand that words are separated by spaces in print.</p> <p>LACC.K.RF.1.1d Recognize and name all upper- and lowercase letters of the alphabet.</p>

		<p>LACC.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LACC.K.RF.2.2a Recognize and produce rhyming words.</p> <p>LACC.K.RF.2.2b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>LACC.K.RF.2.2c Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>LACC.K.RF.2.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/,or /x/.)</p> <p>LACC.K.RF.2.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
		<p>LACC.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.K.RF.3.3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>LACC.K.RF.3.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>LACC.K.RF.3.3c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>LACC.K.RF.3.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
		<p>LACC.K.RF.4.4 Read emergent-reader texts with purpose and understanding.</p>
		<p>LACC.1.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>LACC.1.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>
		<p>LACC.1.RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LACC.1.RF.2.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>LACC.1.RF.2.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>LACC.1.RF.2.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>LACC.1.RF.2.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>

		<p>LACC.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.1.RF.3.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>LACC.1.RF.3.3b Decode regularly spelled one-syllable words.</p> <p>LACC.1.RF.3.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>LACC.1.RF.3.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>LACC.1.RF.3.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>LACC.1.RF.3.3f Read words with inflectional endings.</p> <p>LACC.1.RF.3.3g Recognize and read grade-appropriate irregularly spelled words.</p>
		<p>LACC.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.1.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.1.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>LACC.1.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.2.RF.3.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>LACC.2.RF.3.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>LACC.2.RF.3.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>LACC.2.RF.3.3d Decode words with common prefixes and suffixes.</p> <p>LACC.2.RF.3.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>LACC.2.RF.3.3f Recognize and read grade-appropriate irregularly spelled words.</p>
		<p>LACC.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.2.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>LACC.2.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>LACC.2.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.3.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>LACC.3.RF.3.3b Decode words with common Latin suffixes.</p> <p>LACC.3.RF.3.3c Decode multisyllable words.</p> <p>LACC.3.RF.3.3d Read grade-appropriate irregularly spelled words.</p>

		<p>LACC.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  LACC.3.RF.4.4a Read grade-level text with purpose and understanding.  LACC.3.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  LACC.3.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  LACC.4.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>LACC.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  LACC.4.RF.4.4a Read grade-level text with purpose and understanding.  LACC.4.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  LACC.4.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  LACC.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
		<p>LACC.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  LACC.5.RF.4.4a Read grade-level text with purpose and understanding.  LACC.5.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  LACC.5.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
		<p>LACC.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>
		<p>LACC.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
		<p>LACC.K.W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
		<p>LACC.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>



		LACC.K.W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
		LACC.K.W.3.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
		LACC.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		LACC.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
		LACC.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
		LACC.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
		LACC.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
		LACC.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		LACC.1.W.3.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
		LACC.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		LACC.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
		LACC.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
		LACC.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
		LACC.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
		LACC.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

		LACC.2.W.3.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
		LACC.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.
		LACC.3.W.1.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. LACC.3.W.1.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. LACC.3.W.1.1b Provide reasons that support the opinion. LACC.3.W.1.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. LACC.3.W.1.1d Provide a concluding statement or section.
		LACC.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. LACC.3.W.1.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. LACC.3.W.1.2b Develop the topic with facts, definitions, and details. LACC.3.W.1.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. LACC.3.W.1.2d Provide a concluding statement or section.
		LACC.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. LACC.3.W.1.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. LACC.3.W.1.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. LACC.3.W.1.3c Use temporal words and phrases to signal event order. LACC.3.W.1.3d Provide a sense of closure.
		LACC.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
		LACC.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
		LACC.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
		LACC.3.W.3.7 Conduct short research projects that build knowledge about a topic.
		LACC.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

		<p>LACC.3.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>LACC.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  LACC.4.W.1.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  LACC.4.W.1.1b Provide reasons that are supported by facts and details.  LACC.4.W.1.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  LACC.4.W.1.1d Provide a concluding statement or section related to the opinion presented.</p>
		<p>LACC.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  LACC.4.W.1.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  LACC.4.W.1.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  LACC.4.W.1.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  LACC.4.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.  LACC.4.W.1.2e Provide a concluding statement or section related to the information or explanation presented.</p>
		<p>LACC.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  LACC.4.W.1.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  LACC.4.W.1.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.  LACC.4.W.1.3c Use a variety of transitional words and phrases to manage the sequence of events.  LACC.4.W.1.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.  LACC.4.W.1.3e Provide a conclusion that follows from the narrated experiences or events.</p>
		<p>LACC.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

		<p>LACC.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 4 on page 29.)</p>
		<p>LACC.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
		<p>LACC.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
		<p>LACC.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
		<p>LACC.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  LACC.4.W.3.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  LACC.4.W.3.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
		<p>LACC.4.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>LACC.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  LACC.5.W.1.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  LACC.5.W.1.1b Provide logically ordered reasons that are supported by facts and details.  LACC.5.W.1.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  LACC.5.W.1.1d Provide a concluding statement or section related to the opinion presented.</p>

		<p>LACC.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LACC.5.W.1.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>LACC.5.W.1.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LACC.5.W.1.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>LACC.5.W.1.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LACC.5.W.1.2e Provide a concluding statement or section related to the information or explanation presented.</p>
		<p>LACC.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LACC.5.W.1.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>LACC.5.W.1.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>LACC.5.W.1.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>LACC.5.W.1.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>LACC.5.W.1.3e Provide a conclusion that follows from the narrated experiences or events.</p>
		<p>LACC.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
		<p>LACC.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p>
		<p>LACC.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
		<p>LACC.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

		<p>LACC.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
		<p>LACC.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  LACC.5.W.3.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).  LACC.5.W.3.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
		<p>LACC.5.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>LACC.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  LACC.K.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  LACC.K.SL.1.1b Continue a conversation through multiple exchanges.</p>
		<p>LACC.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
		<p>LACC.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
		<p>LACC.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
		<p>LACC.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
		<p>LACC.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
		<p>LACC.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  LACC.1.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  LACC.1.SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  LACC.1.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p>

		LACC.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		LACC.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
		LACC.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
		LACC.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
		LACC.1.SL.2.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
		<p>LACC.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>LACC.2.SL.1.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>LACC.2.SL.1.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>LACC.2.SL.1.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
		LACC.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		LACC.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
		LACC.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
		LACC.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
		LACC.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)

		<p>LACC.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LACC.3.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>LACC.3.SL.1.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>LACC.3.SL.1.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>LACC.3.SL.1.1d Explain their own ideas and understanding in light of the discussion.</p>
		<p>LACC.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
		<p>LACC.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
		<p>LACC.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
		<p>LACC.3.SL.2.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
		<p>LACC.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>
		<p>LACC.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LACC.4.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>LACC.4.SL.1.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>LACC.4.SL.1.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>LACC.4.SL.1.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
		<p>LACC.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>



		LACC.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.
		LACC.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		LACC.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
		LACC.4.SL.2.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)
		<p>LACC.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LACC.5.SL.1.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>LACC.5.SL.1.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>LACC.5.SL.1.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>LACC.5.SL.1.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
		LACC.5.SL.1.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		LACC.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
		LACC.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		LACC.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
		LACC.5.SL.2.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)

		<p>LACC.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.K.L.1.1a Print many upper- and lowercase letters.</p> <p>LACC.K.L.1.1b Use frequently occurring nouns and verbs.</p> <p>LACC.K.L.1.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>LACC.K.L.1.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>LACC.K.L.1.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>LACC.K.L.1.1f Produce and expand complete sentences in shared language activities.</p>
		<p>LACC.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.K.L.1.2a Capitalize the first word in a sentence and the pronoun I.</p> <p>LACC.K.L.1.2b Recognize and name end punctuation.</p> <p>LACC.K.L.1.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>LACC.K.L.1.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
		<p>(Begins in Grade 2)</p>
		<p>LACC.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>LACC.K.L.3.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>LACC.K.L.3.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
		<p>LACC.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>LACC.K.L.3.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>LACC.K.L.3.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>LACC.K.L.3.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>LACC.K.L.3.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
		<p>LACC.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

LACC.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.1.L.1.1a Print all upper- and lowercase letters.

LACC.1.L.1.1b Use common, proper, and possessive nouns.

LACC.1.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

LACC.1.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

LACC.1.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

LACC.1.L.1.1f Use frequently occurring adjectives.

LACC.1.L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

LACC.1.L.1.1.h Use determiners (e.g., articles, demonstratives).

LACC.1.L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).

LACC.1.L.1.1. Produce and expand complete simple and compound declarative, interrogative j, imperative, and exclamatory sentences in response to prompts.

LACC.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LACC.1.L.1.2a Capitalize dates and names of people.

LACC.1.L.1.2b Use end punctuation for sentences.

LACC.1.L.1.2c Use commas in dates and to separate single words in a series.

LACC.1.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

LACC.1.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

LACC.1.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

LACC.1.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

LACC.1.L.3.4b Use frequently occurring affixes as a clue to the meaning of a word.

LACC.1.L.3.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

LACC.1.L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

LACC.1.L.3.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

LACC.1.L.3.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

LACC.1.L.3.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

LACC.1.L.3.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

LACC.1.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

LACC.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.2.L.1.1a Use collective nouns (e.g., group).

LACC.2.L.1.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

LACC.2.L.1.1c Use reflexive pronouns (e.g., myself, ourselves).

LACC.2.L.1.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

LACC.2.L.1.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

LACC.2.L.1.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

LACC.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LACC.2.L.1.2a Capitalize holidays, product names, and geographic names.

LACC.2.L.1.2b Use commas in greetings and closings of letters.

LACC.2.L.1.2c Use an apostrophe to form contractions and frequently occurring possessives.

LACC.2.L.1.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

LACC.2.L.1.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

LACC.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LACC.2.L.2.3a Compare formal and informal uses of English.

LACC.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

LACC.2.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

LACC.2.L.3.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

LACC.2.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

LACC.2.L.3.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

LACC.2.L.3.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

LACC.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

LACC.2.L.3.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

LACC.2.L.3.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

LACC.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

LACC.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.3.L.1.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

LACC.3.L.1.1b Form and use regular and irregular plural nouns.

LACC.3.L.1.1c Use abstract nouns (e.g., childhood).

LACC.3.L.1.1d Form and use regular and irregular verbs.

LACC.3.L.1.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

LACC.3.L.1.1f Ensure subject-verb and pronoun-antecedent agreement.\*

LACC.3.L.1.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

LACC.3.L.1.1.h Use coordinating and subordinating conjunctions.

LACC.3.L.1.1.i Produce simple, compound, and complex sentences.

		<p>LACC.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.3.L.1.2a Capitalize appropriate words in titles.</p> <p>LACC.3.L.1.2b Use commas in addresses.</p> <p>LACC.3.L.1.2c Use commas and quotation marks in dialogue.</p> <p>LACC.3.L.1.2d Form and use possessives.</p> <p>LACC.3.L.1.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>LACC.3.L.1.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>LACC.3.L.1.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
		<p>LACC.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.3.L.2.3a Choose words and phrases for effect.*</p> <p>LACC.3.L.2.3b Recognize and observe differences between the conventions of spoken and written standard English.</p>
		<p>LACC.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>LACC.3.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>LACC.3.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>LACC.3.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>LACC.3.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
		<p>LACC.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>LACC.3.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>LACC.3.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>LACC.3.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
		<p>LACC.3.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>

		<p>LACC.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.4.L.1.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>LACC.4.L.1.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>LACC.4.L.1.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>LACC.4.L.1.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>LACC.4.L.1.1e Form and use prepositional phrases.</p> <p>LACC.4.L.1.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>LACC.4.L.1.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>
		<p>LACC.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.4.L.1.2a Use correct capitalization.</p> <p>LACC.4.L.1.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>LACC.4.L.1.2c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>LACC.4.L.1.2d Spell grade-appropriate words correctly, consulting references as needed.</p>
		<p>LACC.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.4.L.2.3a Choose words and phrases to convey ideas precisely.*</p> <p>LACC.4.L.2.3b Choose punctuation for effect.*</p> <p>LACC.4.L.2.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
		<p>LACC.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>LACC.4.L.3.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>LACC.4.L.3.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>LACC.4.L.3.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

		<p>LACC.4.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>LACC.4.L.3.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>LACC.4.L.3.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>LACC.4.L.3.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
		<p>LACC.4.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
		<p>LACC.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LACC.5.L.1.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>LACC.5.L.1.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>LACC.5.L.1.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>LACC.5.L.1.1d Recognize and correct inappropriate shifts in verb tense.*</p> <p>LACC.5.L.1.1e Use correlative conjunctions (e.g., either/or, neither/nor).</p>
		<p>LACC.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LACC.5.L.1.2a Use punctuation to separate items in a series.*</p> <p>LACC.5.L.1.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>LACC.5.L.1.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>LACC.5.L.1.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>LACC.5.L.1.2e Spell grade-appropriate words correctly, consulting references as needed.</p>
		<p>LACC.5.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LACC.5.L.2.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>LACC.5.L.2.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>



LACC.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

LACC.5.L.3.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

LACC.5.L.3.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

LACC.5.L.3.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

LACC.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LACC.5.L.3.5a Interpret figurative language, including similes and metaphors, in context.

LACC.5.L.3.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

LACC.5.L.3.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Florida Department of Education**  
**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Language Arts  
**Course Number:** 1009040  
**Course Title:** M/J Expository Writing 2  
**Course Length:** 1 year

**Basic Assumptions for Language Arts Education:**

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

**Major Concepts/Content.** The purpose of this course is to enable students to develop and use intermediate-level writing and language skills in the creation of expository writing.

The content should include, but not be limited to, the following:

- analysis of expository models
- impact of audience, purpose, and writing mode
- writing process strategies
- organization and support appropriate to the text
- various expository writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate knowledge of the characteristics of expository writing through analysis of selected models (e.g., personal or narrative exposition, short research report, response to literature).**

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, *symbolism*, figurative language, *mood*, *irony*, *foreshadowing*, *flashback*, persuasion techniques, and point of view in both fiction and nonfiction.

**2. Demonstrate knowledge of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

**3. Demonstrate use of prewriting strategies to create, select, and organize ideas.**

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.
- LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, *spreadsheets*, and outlines.
- LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

#### **4. Create drafts that demonstrate use of organizational development and supporting details appropriate to the text.**

LA.B.1.3.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- conveys a sense of completeness and wholeness with adherence to the main idea;
- has an organizational pattern that provides for a logical progression of ideas;
- has support that is substantial, specific, relevant, concrete, and/or illustrative;
- demonstrates a commitment to and an involvement with the subject;
- has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.

#### **5. Edit drafts for content and mechanics, revise as appropriate, and proofread.**

LA.B.1.3.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and semicolons;
- correct capitalization;
- effective sentence structure;
- correct common usage, including subject/verb agreement, common noun/pronoun

agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, *sounds*, and meanings conveyed through the English language.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

**1 Create a variety of focused, coherent expository writings (e.g., personal or narrative exposition, short research report, response to literature).**

**2 Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

**8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

**Florida Department of Education**  
**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Language Arts  
**Course Number:** 1009030  
**Course Title:** M/J Expository Writing 1  
**Course Length:** 1 year

**Basic Assumptions for Language Arts Education:**

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

**Major Concepts/Content.** The purpose of this course is to enable students to develop and use fundamental writing and language skills in the creation of expository writing.

The content should include, but not be limited to, the following:

- analysis of expository models
- impact of audience, purpose, and writing mode
- writing process strategies
- organization and support appropriate to the text
- various expository writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate awareness of the characteristics of expository writing through analysis of selected models (e.g., personal or narrative exposition, short research report, response to literature).**

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, *symbolism*, figurative language, *mood*, *irony*, *foreshadowing*, *flashback*, persuasion techniques, and point of view in both fiction and nonfiction.

**2. Demonstrate awareness of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

**3. Demonstrate use of prewriting strategies to create, select, and organize ideas.**

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, *spreadsheets*, and outlines.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

#### **4. Create drafts that demonstrate use of organizational development and supporting details appropriate to the text.**

LA.B.1.3.2 draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.

#### **5. Edit drafts for content and mechanics, revise as appropriate, and proofread.**

LA.B.1.3.3 produce final documents that have been edited for  
correct spelling;  
correct punctuation, including commas, colons, and semicolons;  
correct capitalization;  
effective sentence structure;  
correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures,



including parallel structure; and correct formatting.

LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

**1 Create a variety of focused, coherent expository writings (e.g., personal or narrative exposition, short research report, response to literature).**

**2 Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

**8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Language Arts  
**Course Number:** 1009020  
**Course Title:** M/J Creative Writing 3  
**Course Length:** 1 year

**Basic Assumptions for Language Arts Education:**

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

**Major Concepts/Content.** The purpose of this course is to enable students to develop and use advanced writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- analysis of literary models
- impact of audience, purpose, and writing mode
- writing process strategies
- personal writing style
- various creative writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate understanding of the characteristics of creative writing through analysis of selected literary models (e.g., poetry, short stories, plays, novels, essays, nonfiction).**

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

**2. Demonstrate understanding of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

**3. Demonstrate use of prewriting strategies to create, select, and organize ideas.**

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

**4. Create drafts that reflect a personal writing style, using various literary devices appropriate to the text.**

LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;  
conveys a sense of completeness and wholeness with adherence to the main idea;  
has an organizational pattern that provides for a logical progression of ideas;  
has support that is substantial, specific, relevant, concrete, and/or illustrative;  
demonstrates a commitment to and an involvement with the subject;  
has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression;  
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, *oral*, and *visual* communications.

**5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.**

LA.B.1.3.3 produce final documents that have been edited for

correct spelling;  
correct punctuation, including commas, colons, and semicolons;  
correct capitalization;  
effective sentence structure;  
correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

- 6. Write a variety of focused, coherent creative writings (e.g., poetry, short stories, plays, novels, essays, nonfiction).**
  
- 7. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**
  - LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.
  - LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
  - LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
  
- 8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Language Arts  
**Course Number:** 1009010  
**Course Title:** M/J Creative Writing 2  
**Course Length:** 1 year

**Basic Assumptions for Language Arts Education:**

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

**Major Concepts/Content.** The purpose of this course is to enable students to develop and use intermediate-level writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- analysis of literary models
- impact of audience, purpose, and writing mode
- writing process strategies
- personal writing style
- various creative writing experiences
- peer review techniques-publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate knowledge of the characteristics of creative writing through analysis of selected literary models (e.g., poetry, short stories, plays, novels, essays, nonfiction).**

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

**2. Demonstrate knowledge of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

**3. Demonstrate use of prewriting strategies to create, select, and organize ideas.**

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

**4. Create drafts that reflect a personal writing style, using various literary devices appropriate to the text.**

LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;  
conveys a sense of completeness and wholeness with adherence to the main idea;  
has an organizational pattern that provides for a logical progression of ideas;  
has support that is substantial, specific, relevant, concrete, and/or illustrative;  
demonstrates a commitment to and an involvement with the subject;  
has clarity in presentation of ideas;  
uses creative writing strategies appropriate to the purpose of the paper;  
demonstrates a command of language (word choice) with freshness of expression;  
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, *oral*, and *visual* communications.

**5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.**

LA.B.1.3.3 produce final documents that have been edited for

correct spelling;  
correct punctuation, including commas, colons, and semicolons;  
correct capitalization;  
effective sentence structure;  
correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.



- 6. Write a variety of focused, coherent creative writings (e.g., poetry, short stories, plays, novels, essays, nonfiction).**
  
- 7. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**
  - LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.
  - LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
  - LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
  
- 8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Language Arts

**Course Number:** 1009000

**Course Title:** M/J Creative Writing 1

**Course Length:** 1 year

**Basic Assumptions for Language Arts Education:**

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

**Major Concepts/Content.** The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- analysis of literary models
- impact of audience, purpose, and writing mode
- writing process strategies
- personal writing style
- various creative writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate awareness of the characteristics of creative writing through analysis of selected literary models (e.g., poetry, short stories, plays, novels, essays, nonfiction).**

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

**2. Demonstrate awareness of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

**3. Demonstrate use of prewriting strategies to create, select, and organize ideas.**

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

**4. Create drafts that reflect a personal writing style, using various literary devices appropriate to the text.**

LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;  
conveys a sense of completeness and wholeness with adherence to the main idea;  
has an organizational pattern that provides for a logical progression of ideas;  
has support that is substantial, specific, relevant, concrete, and/or illustrative;  
demonstrates a commitment to and an involvement with the subject;  
has clarity in presentation of ideas;  
uses creative writing strategies appropriate to the purpose of the paper;  
demonstrates a command of language (word choice) with freshness of expression;  
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, *oral*, and *visual* communications.

**5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.**

LA.B.1.3.3 produce final documents that have been edited for

correct spelling;  
correct punctuation, including commas, colons, and semicolons;  
correct capitalization;  
effective sentence structure;  
correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

**6. Write a variety of focused, coherent creative writings (e.g., poetry, short stories, plays, novels, essays, nonfiction).**

**7. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

**8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

# Course: 1008080 M/J Reading 3, Advanced

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse814.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	1008080
<b>Course Title:</b>	M/J Reading 3 , Advanced
<b>Course Abbreviated Title:</b>	M/J Rdg 3, Adv
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> Reading »
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
	<p>The purpose of this course is to increase reading fluency and endurance through advanced integrated experiences in the language arts.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>-reading as a complex process</li><li>-reading fluency</li><li>-reading for meaning in and across advanced fiction and nonfiction texts</li><li>-reading comprehension through close reading of text</li><li>-advanced academic and content area vocabulary study</li><li>-integrated reading and writing processes</li><li>-critical-thinking and research skills</li><li>-complex verbal and written response to direct and inferred textual information</li><li>-use of above-grade level, high-quality digital and print texts</li></ul>

<a href="#"><u>LA.8.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.8.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.8.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.8.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
<a href="#"><u>LA.8.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.8.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.8.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.8.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.8.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.8.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.8.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.8.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;

<a href="#"><u>LA.8.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.8.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.8.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.8.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.8.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.8.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.8.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
<a href="#"><u>LA.8.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.8.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.8.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;



<a href="#"><u>LA.8.2.1.6:</u></a>	The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;
<a href="#"><u>LA.8.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
<a href="#"><u>LA.8.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.8.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.8.2.2.2:</u></a>	The student will synthesize and use information from the text to state the main idea or provide relevant details;
<a href="#"><u>LA.8.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.8.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.8.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.8.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal

	organizational style.
<a href="#"><u>LA.8.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and
<a href="#"><u>LA.8.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.8.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.8.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.8.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).
<a href="#"><u>LA.8.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;
<a href="#"><u>LA.8.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.8.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a

	decision; and
<a href="#"><u>LA.8.6.2.1:</u></a>	The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;
<a href="#"><u>LA.8.6.2.2:</u></a>	The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.8.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
<a href="#"><u>LA.8.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

# Course: 1008070 M/J Reading 3

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse813.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	1008070
<b>Course Title:</b>	M/J Reading 3
<b>Course Abbreviated Title:</b>	M/J Rdg 3
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> Reading »
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
	<p>The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>-reading as a complex process</li><li>-reading fluency</li><li>-reading for key ideas and details in and across fiction and nonfiction texts</li><li>-reading comprehension through close reading of text</li><li>-academic and content area vocabulary study</li><li>-integrated reading and writing</li><li>-critical-thinking and research skills</li><li>-complex verbal and written response to direct and inferred textual information</li><li>-use of grade level and above digital and print texts</li></ul>

<a href="#"><u>LA.8.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.8.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.8.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.8.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
<a href="#"><u>LA.8.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.8.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.8.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.8.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.8.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.8.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.8.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.8.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.8.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions

	of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.8.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.8.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.8.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.8.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.8.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.8.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
<a href="#"><u>LA.8.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.8.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.8.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.8.2.1.6:</u></a>	The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as

	support for the identified theme;
<a href="#"><u>LA.8.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
<a href="#"><u>LA.8.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.8.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.8.2.2.2:</u></a>	The student will synthesize and use information from the text to state the main idea or provide relevant details;
<a href="#"><u>LA.8.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.8.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.8.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.8.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

<a href="#"><u>LA.8.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and
<a href="#"><u>LA.8.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.8.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.8.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.8.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).
<a href="#"><u>LA.8.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;
<a href="#"><u>LA.8.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.8.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and



<a href="#"><u>LA.8.6.2.1:</u></a>	The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;
<a href="#"><u>LA.8.6.2.2:</u></a>	The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.8.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
<a href="#"><u>LA.8.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

# Course: 1008050 M/J Reading 2, Advanced

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse812.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	1008050
<b>Course Title:</b>	M/J Reading 2, Advanced
<b>Course Abbreviated Title:</b>	M/J Rdg 2, Adv
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> Reading »
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
	<p>The purpose of this course is to increase reading fluency and endurance through advanced integrated experiences in the language arts.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>-reading as a complex process</li><li>-reading fluency</li><li>-reading for meaning in and across advanced fiction and nonfiction texts</li><li>-reading comprehension through close reading of text</li><li>-advanced academic and content area vocabulary study</li><li>-integrated reading and writing</li><li>-critical-thinking and advanced research skills</li><li>-complex verbal and written response to direct and inferred textual information</li><li>-use of above-grade level, high-quality digital and print texts</li></ul>

<a href="#"><u>LA.7.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.7.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.7.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.7.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
<a href="#"><u>LA.7.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.7.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.7.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.7.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.7.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.7.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.7.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.7.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.7.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.7.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.7.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.7.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.7.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order,

	argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.7.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.7.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.7.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.7.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.7.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.7.2.1.6:</u></a>	The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
<a href="#"><u>LA.7.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support t
<a href="#"><u>LA.7.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.7.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.7.2.2.2:</u></a>	The student will use information from the text to state the main idea and/or provide relevant details;
<a href="#"><u>LA.7.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.7.2.2.4:</u></a>	The student will identify the characteristics of a variety of types of text and how they are alike and different(e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and

<a href="#"><u>LA.7.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.7.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.7.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.7.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.7.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.7.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.7.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).
<a href="#"><u>LA.7.5.2.1:</u></a>	The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
<a href="#"><u>LA.7.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.7.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.7.6.2.1:</u></a>	The student will select a topic, develop a prioritized search plan, and

	apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;
<a href="#"><u>LA.7.6.2.2:</u></a>	The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.7.6.3.2:</u></a>	The student will demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and
<a href="#"><u>LA.7.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

# Course: 1008040 M/J Reading 2

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse811.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	1008040
<b>Course Title:</b>	M/J Reading 2
<b>Course Abbreviated Title:</b>	M/J Rdg 2
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> Reading »
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
	<p>The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>-reading as a complex process</li><li>-reading fluency</li><li>-reading for key ideas and details in and across fiction and nonfiction texts</li><li>-reading comprehension through close reading of text</li><li>-academic and content area vocabulary study</li><li>-integrated reading and writing</li><li>-critical-thinking and research skills</li><li>-complex verbal and written response to direct and inferred textual information</li><li>-use of grade level and above digital and print texts</li></ul>

<a href="#"><u>LA.7.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.7.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.7.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.7.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
<a href="#"><u>LA.7.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.7.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.7.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.7.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.7.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.7.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.7.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.7.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.7.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and



	knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.7.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.7.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.7.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.7.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.7.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.7.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.7.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.7.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.7.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.7.2.1.6:</u></a>	The student will compare the use of the same theme in two different

	literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
<a href="#">LA.7.2.1.7:</a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support t
<a href="#">LA.7.2.1.8:</a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#">LA.7.2.2.1:</a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#">LA.7.2.2.2:</a>	The student will use information from the text to state the main idea and/or provide relevant details;
<a href="#">LA.7.2.2.3:</a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#">LA.7.2.2.4:</a>	The student will identify the characteristics of a variety of types of text and how they are alike and different(e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and
<a href="#">LA.7.2.2.5:</a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#">LA.7.3.1.3:</a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#">LA.7.4.1.1:</a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and

	resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.7.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.7.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.7.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.7.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).
<a href="#"><u>LA.7.5.2.1:</u></a>	The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
<a href="#"><u>LA.7.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.7.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.7.6.2.1:</u></a>	The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content

	in print and online sources) to select appropriate resources for research;
<a href="#"><u>LA.7.6.2.2:</u></a>	The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.7.6.3.2:</u></a>	The student will demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and
<a href="#"><u>LA.7.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

# Course: 1008020 M/J Reading 1, Advanced

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse810.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	1008020
<b>Course Title:</b>	M/J Reading 1, Advanced
<b>Course Abbreviated Title:</b>	M/J Rdg 1 Adv
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> Reading »
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
	<p>The purpose of this course is to increase reading fluency and endurance through advanced integrated experiences in the language arts.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>-reading as a complex process</li><li>-reading fluency</li><li>-reading for key ideas and details in and across fiction and nonfiction texts</li><li>-reading comprehension through close reading of text</li><li>-advanced academic and content area vocabulary study</li><li>-integrated reading and writing</li><li>-critical-thinking and advanced research skills</li><li>-complex verbal and written response to direct and inferred</li></ul>

	<p style="text-align: center;">textual information -use of grade level and above digital and print texts</p>
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<a href="#"><u>LA.6.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.6.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.6.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.6.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).
<a href="#"><u>LA.6.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.6.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.6.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.6.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.6.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.6.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.6.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their

	meanings;
<a href="#"><u>LA.6.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.6.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.6.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.6.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.6.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.6.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.6.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.6.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.6.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.6.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core

	foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.6.2.1.6:</u></a>	The student will write a book report, review, or critique that compares two or more works by the same author;
<a href="#"><u>LA.6.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;
<a href="#"><u>LA.6.2.1.8:</u></a>	The student will compare language patterns and vocabulary of contemporary texts to those of historical texts;
<a href="#"><u>LA.6.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.6.2.2.2:</u></a>	The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
<a href="#"><u>LA.6.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.6.2.2.4:</u></a>	The student will identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.6.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.



<a href="#"><u>LA.6.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).
<a href="#"><u>LA.6.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.6.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.
<a href="#"><u>LA.6.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.6.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
<a href="#"><u>LA.6.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).
<a href="#"><u>LA.6.5.2.1:</u></a>	The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
<a href="#"><u>LA.6.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.6.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.6.6.2.1:</u></a>	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization,

	validity, currentness) to select and use appropriate resources;
<a href="#"><u>LA.6.6.2.2:</u></a>	The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
<a href="#"><u>LA.6.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.
<a href="#"><u>LA.6.6.4.2:</u></a>	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

# Course: 1008010 M/J Reading 1

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse809.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	1008010
<b>Course Title:</b>	M/J Reading 1
<b>Course Abbreviated Title:</b>	M/J Rdg 1
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> Reading »
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
	<p>The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>-reading as a complex process</li><li>-reading fluency</li><li>-reading for key ideas and details in and across fiction and nonfiction texts</li><li>-reading comprehension through close reading of text</li><li>-academic and content area vocabulary study</li><li>-integrated reading and writing</li><li>-critical-thinking and research skills</li><li>-complex verbal and written response to direct and inferred textual information</li><li>-use of grade level and above digital and print texts</li></ul>

<a href="#"><u>LA.6.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.6.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.6.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.6.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).
<a href="#"><u>LA.6.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.6.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.6.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.6.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.6.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.6.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.6.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.6.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;

<a href="#"><u>LA.6.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.6.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.6.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.6.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.6.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.6.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.6.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.6.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.6.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;

<a href="#"><u>LA.6.2.1.6:</u></a>	The student will write a book report, review, or critique that compares two or more works by the same author;
<a href="#"><u>LA.6.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;
<a href="#"><u>LA.6.2.1.8:</u></a>	The student will compare language patterns and vocabulary of contemporary texts to those of historical texts;
<a href="#"><u>LA.6.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.6.2.2.2:</u></a>	The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
<a href="#"><u>LA.6.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.6.2.2.4:</u></a>	The student will identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.6.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).
<a href="#"><u>LA.6.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and

	descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.6.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.
<a href="#"><u>LA.6.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.6.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
<a href="#"><u>LA.6.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).
<a href="#"><u>LA.6.5.2.1:</u></a>	The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
<a href="#"><u>LA.6.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.6.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.6.6.2.1:</u></a>	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
<a href="#"><u>LA.6.6.2.2:</u></a>	The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and

	details from the source, main idea(s) and relevant details;
<a href="#"><u>LA.6.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.
<a href="#"><u>LA.6.6.4.2:</u></a>	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.



**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Language Arts  
**Course Number:** 1007020  
**Course Title:** M/J Speech and Debate 3  
**Course Length:** 1 year

**Basic Assumptions for Language Arts Education:**

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

**Major Concepts/Content.** The purpose of this course is to enable students to develop advanced knowledge and skills in formal and informal oral communication and in debate.

The content should include, but not be limited to, the following:

- formal and informal communication skills
- forms of oral communication
- techniques for public speaking
- techniques for debate
- research, organization, and writing for speech and debate
- parliamentary procedure
- analysis and evaluation of formal and informal communication

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated

with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate advanced knowledge and use of formal and informal listening, viewing, and speaking skills.**

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

**2. Demonstrate use of reflection, reaction, and courtesy in formal and informal discussions.**

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

**3. Demonstrate advanced knowledge and use of various forms of formal and informal oral communication (e.g., discussion, debate, persuasive speaking).**

LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

LA.D.2.3.3 distinguish between emotional and logical argument.

**4. Demonstrate advanced knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique, audience analysis).**

LA.C.2.3.2 use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.

LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

**1 Demonstrate advanced knowledge and use of presentation aids for public speaking (e.g., music, posters, presentation software, photos, video clips).**

**2 Demonstrate advanced knowledge and use of skills and techniques for effective debate.**

- LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
- LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.
- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

**7. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.**

- LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.
- LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
- LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
- LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
- LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.
- LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

**1 Demonstrate knowledge and use of parliamentary procedure.**

**2 Analyze and evaluate one's own and others' formal and informal oral presentations.**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Language Arts  
**Course Number:** 1007010  
**Course Title:** M/J Speech and Debate 2  
**Course Length:** 1 year

**Basic Assumptions for Language Arts Education:**

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

**Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level knowledge and skills in formal and informal oral communication and in debate.

The content should include, but not be limited to, the following:

- formal and informal communication skills
- forms of oral communication
- techniques for public speaking
- techniques for debate-research, organization, and writing for speech and debate
- parliamentary procedure
- analysis of formal and informal communication

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as

appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate intermediate-level knowledge and use of formal and informal listening, viewing, and speaking skills.**

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

**2. Demonstrate use of reflection, reaction, and courtesy in formal and informal discussions.**

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

**3. Demonstrate intermediate-level knowledge and use of various forms of formal and informal oral communication (e.g., discussion, debate, persuasive speaking).**

LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

LA.D.2.3.3 distinguish between emotional and logical argument.

**4. Demonstrate intermediate-level knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique).**

LA.C.2.3.2 use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.

LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

**1 Demonstrate intermediate-level knowledge and use of presentation aids for public speaking (e.g., music, posters, presentation software, photos, video clips).**

**2 Demonstrate intermediate-level knowledge and use of skills and techniques for effective debate.**

LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

**7. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.**

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

**1 Demonstrate knowledge and use of parliamentary procedure.**

**2 Analyze one's own and others' formal and informal oral presentations.**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Language Arts  
**Course Number:** 1007000  
**Course Title:** M/J Speech and Debate 1  
**Course Length:** 1 year

**Basic Assumptions for Language Arts Education:**

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

**Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental knowledge and skills in formal and informal oral communication and in debate.

The content should include, but not be limited to, the following:

- formal and informal communication skills
- forms of oral communication
- techniques for public speaking
- techniques for debate
- research, organization, and writing for speech and debate
- parliamentary procedure
- analysis of formal and informal communication

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as



appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

- 1. Demonstrate fundamental knowledge and use of formal and informal listening, viewing, and speaking skills.**
    - LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
    - LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
    - LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.
  
  - 2. Demonstrate use of reflection, reaction, and courtesy in formal and informal discussions.**
    - LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.
  
  - 3. Demonstrate fundamental knowledge and use of various forms of formal and informal oral communication (e.g., discussion, debate, persuasive speaking).**
    - LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.
    - LA.D.2.3.3 distinguish between emotional and logical argument.
  
  - 4. Demonstrate fundamental knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes).**
    - LA.C.2.3.2 use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.
    - LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
- 
- 1 Demonstrate fundamental knowledge and use of presentation aids for public speaking (e.g., music, posters, presentation software, photos, video clips).**
  - 2 Demonstrate fundamental knowledge and use of skills and techniques for effective debate.**

LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

**7. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.**

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

LA.B.2.3.2 organize information using alphabetical, chronological, and numerical systems.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

1 **Demonstrate awareness of the basic elements of parliamentary procedure.**

2 **Analyze one's own and others' formal and informal oral presentations.**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Language Arts **Course Number:** 1006010 **Course Title:** M/J Journalism 2  
**Course Length:** 1 year

**Basic Assumptions for Language Arts Education:**

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

**Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills in the production of print or electronic journalistic media.

The content should include, but not be limited to, the following:

-varied print and electronic journalistic media -information -gathering and organizational techniques -writing and editing techniques -production techniques -history of journalism -analysis and evaluation of journalistic media

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** Hands-on activities are integral to this course. This course may require students to participate in activities beyond the school day.

The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1 Demonstrate knowledge of the similarities and differences in varied types of journalistic media (e.g., electronic media, photos, videos, periodicals) and their targeted audiences. 2 Demonstrate knowledge of intermediate-level techniques used in journalism for gathering and organizing information.**

LA.B.1.3.1 organize information before writing according to the type and purpose of writing. LA.B.2.3.4 use electronic technology including databases and software to gather information and communicate new knowledge.

**3. Demonstrate knowledge of intermediate-level writing and editing techniques.**

LA.B.1.3.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;

LA.B.1.3.3 conveys a sense of completeness and wholeness with adherence to the main idea;

has an organizational pattern that provides for a logical progression of ideas;

has support that is substantial, specific, relevant, concrete, and/or illustrative;

demonstrates a commitment to and an involvement with the subject;

has clarity in presentation of ideas;

uses creative writing strategies appropriate to the purpose of the paper;

demonstrates a command of language (word choice) with freshness of expression;

has varied sentence structure and sentences that are complete except when

fragments are used purposefully; and has few, if any, convention errors in

mechanics, usage, and punctuation.

◆ LA.B.2.3.3 produce final documents that have been edited for

correct spelling;

correct punctuation, including commas, colons, and semicolons;

correct capitalization;

effective sentence structure;

correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and  
correct formatting. select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

**4. Demonstrate use of intermediate-level production techniques suited to specified journalistic media (e.g., newspapers, magazines, electronic media, photojournalism).**

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

LA.D.2.3.4 understand how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.

**5. Demonstrate knowledge of the history of journalism, including laws, ethics, and developments related to specified media.**

LA.D.2.3.6 understand specific ways that mass media can potentially enhance or manipulate information.

LA.D.2.3.7 understand that laws exist that govern what can and cannot be done with mass media.

**6. Analyze and evaluate a variety of journalistic documents or electronic media.**

LA.E.2.3.1 understand how *character and plot development*, point of view, and tone are used in various selections to support a central conflict or story line.

LA.E.2.3.4 know ways in which literature reflects the diverse voices of people from various backgrounds.

LA.E.2.3.8 know how a *literary* selection can expand or enrich personal viewpoints or experiences.

**Florida Department of Education**  
**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Language Arts  
**Course Number:** 1006000  
**Course Title:** M/J Journalism 1  
**Course Length:** 1 year

**Basic Assumptions for Language Arts Education:**

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

**Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills in the production of print or electronic journalistic media.

The content should include, but not be limited to, the following:

- varied print and electronic journalistic media
- information
- gathering and organizational techniques
- writing and editing techniques-production techniques
- history of journalism
- analysis of journalistic media

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** Hands-on activities are integral to this course. This course may require students to participate in activities beyond the school day.

The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1 Demonstrate awareness of the similarities and differences in varied types of journalistic media (e.g., electronic media, photos, videos, periodicals) and their targeted audiences. 2 Demonstrate knowledge of basic techniques used in journalism for gathering and organizing information.**

LA.B.1.3.1 organize information before writing according to the type and purpose of writing. LA.B.2.3.4 use electronic technology including databases and software to gather information and communicate new knowledge.

**3. Demonstrate knowledge of basic writing and editing techniques.**

LA.B.1.3.2 draft and revise writing that

- ◆ is focused, purposeful, and reflects insight into the writing situation;
- ◆ conveys a sense of completeness and wholeness with adherence to the main idea;
- ◆ has an organizational pattern that provides for a logical progression of ideas;
- ◆ has support that is substantial, specific, relevant, concrete, and/or illustrative;
- ◆ demonstrates a commitment to and an involvement with the subject;
- ◆ has clarity in presentation of ideas;
- ◆ uses creative writing strategies appropriate to the purpose of the paper;
- ◆ demonstrates a command of language (word choice) with freshness of expression;
- ◆ has varied sentence structure and sentences that are complete except when fragments
- ◆ are used purposefully; and
- ◆ has few, if any, convention errors in mechanics, usage, and punctuation. LA.B.1.3.3 produce final documents that have been edited for
- ◆ correct spelling;



◆ correct punctuation, including commas, colons, and semicolons;

◆ correct capitalization;

◆ effective sentence structure;

◆ correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

**4. Demonstrate use of basic production techniques suited to specified journalistic media (e.g., newspapers, magazines, electronic media, photojournalism).**

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

LA.D.2.3.4 understand how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.

**5. Demonstrate awareness of the history of journalism, including laws, ethics, and developments related to specified media.**

LA.D.2.3.6 understand specific ways that mass media can potentially enhance or manipulate information.

LA.D.2.3.7 understand that laws exist that govern what can and cannot be done with mass media.

**6. Analyze a variety of journalistic documents or electronic media.**

LA.E.2.3.1 understand how *character and plot development*, point of view, and tone are used in various selections to support a central conflict or story line.

LA.E.2.3.4 know ways in which literature reflects the diverse voices of people from various backgrounds.

LA.E.2.3.8 know how a *literary* selection can expand or enrich personal viewpoints or experiences.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Language Arts

**Course Number:** 1002181

**Course Title:** M/J Developmental Language Arts - Reading

**Course Length:** 1 year

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

#### **Basic Assumptions for Reading Education:**

- Students entering the middle grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive intervention needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of intervention need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.

- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- The amount of FCAT specific practice ("test prep") should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.

**A. Major Concepts/Content.** The purpose of this course is to provide instruction that enables students who are native speakers of languages other than English to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

**C. Course Requirements.** The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, or 6-8, or a mixture of the three, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the DOE website at the following address: <http://www.fldoe.org/>.

**After successfully completing this course, the student will:**

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.
2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.
3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.
5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

6. Construct meaning of text through inference, application, and analysis.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.

9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

11. Respond to reading through thinking, talking, and writing.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

# Course: 1002180 M/J Developmental Language Arts Through ESOL (MC)

## BASIC INFORMATION

<b>Course Title:</b>	M/J Developmental Language Arts Through ESOL (MC)
<b>Course Number:</b>	1002180
<b>Course Abbreviated Title:</b>	M/J DE LANG ART ESOL
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English for Speakers of Other Languages</a> »
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved

## RELATED CERTIFICATIONS (5)

<b>Option 1:</b>	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) (GRADES K - 12)
<b>Option 2:</b>	ENGLISH (MIDDLE GRADES) (GRADES 5 - 9) <b>plus</b> ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT
<b>Option 3:</b>	ENGLISH (GRADES 6 - 12) <b>plus</b> ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT
<b>Option 4:</b>	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT <b>plus</b> MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)
<b>Option 5:</b>	READING (GRADES K - 12)

<b>General Notes:</b>	The instructor shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.
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	<p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li> <li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li> <li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li> <li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study</li> <li>- learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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<a href="#"><u>LA.6.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.6.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.6.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.6.2.1.1:</u></a>	The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct



	characteristics and purposes;
<a href="#"><u>LA.6.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.6.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.6.3.2.1:</u></a>	The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;
<a href="#"><u>LA.6.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.6.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
<a href="#"><u>LA.6.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
<a href="#"><u>LA.6.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.6.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.6.4.3.1:</u></a>	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;and
<a href="#"><u>LA.6.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.6.5.2.1:</u></a>	The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
<a href="#"><u>LA.6.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps,

	diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.6.6.2.1:</u></a>	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
<a href="#"><u>LA.6.6.3.1:</u></a>	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and
<a href="#"><u>LA.6.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and
<a href="#"><u>LA.6.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.6.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.6.2.1.2:</u></a>	The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;
<a href="#"><u>LA.6.2.2.2:</u></a>	The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
<a href="#"><u>LA.6.3.1.2:</u></a>	The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and
<a href="#"><u>LA.6.3.2.2:</u></a>	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
<a href="#"><u>LA.6.3.3.2:</u></a>	The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);
<a href="#"><u>LA.6.3.4.2:</u></a>	The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs;
<a href="#"><u>LA.6.3.5.2:</u></a>	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance

	the appearance of the document; and
<a href="#"><u>LA.6.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.
<a href="#"><u>LA.6.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
<a href="#"><u>LA.6.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).
<a href="#"><u>LA.6.5.2.2:</u></a>	The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.
<a href="#"><u>LA.6.6.2.2:</u></a>	The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
<a href="#"><u>LA.6.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.
<a href="#"><u>LA.6.6.4.2:</u></a>	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.6.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.6.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.6.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.6.2.1.3:</u></a>	The student will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;

<a href="#"><u>LA.6.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.6.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).
<a href="#"><u>LA.6.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.
<a href="#"><u>LA.6.3.3.3:</u></a>	The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
<a href="#"><u>LA.6.3.4.3:</u></a>	The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;
<a href="#"><u>LA.6.3.5.3:</u></a>	The student will share the writing with the intended audience.
<a href="#"><u>LA.6.4.2.3:</u></a>	The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;
<a href="#"><u>LA.6.6.2.3:</u></a>	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and
<a href="#"><u>LA.6.6.1.3:</u></a>	The student will create a technical manual or solve a problem.
<a href="#"><u>LA.6.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.6.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.6.2.1.4:</u></a>	The student will identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
<a href="#"><u>LA.6.2.2.4:</u></a>	The student will identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and

<a href="#"><u>LA.6.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.6.3.4.4:</u></a>	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and
<a href="#"><u>LA.6.4.2.4:</u></a>	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
<a href="#"><u>LA.6.6.2.4:</u></a>	The student will explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.
<a href="#"><u>LA.6.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.6.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.6.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.6.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.3.4.5:</u></a>	The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.
<a href="#"><u>LA.6.4.2.5:</u></a>	The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.
<a href="#"><u>LA.6.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.6.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.6.2.1.6:</u></a>	The student will write a book report, review, or critique that

	compares two or more works by the same author;
<a href="#"><u>LA.6.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.6.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.6.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;
<a href="#"><u>LA.6.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.6.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.6.2.1.8:</u></a>	The student will compare language patterns and vocabulary of contemporary texts to those of historical texts;
<a href="#"><u>LA.6.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.6.2.1.9:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
<a href="#"><u>LA.6.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.6.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).
<a href="#"><u>LA.7.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.

<a href="#"><u>LA.7.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.7.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.7.2.1.1:</u></a>	The student will identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
<a href="#"><u>LA.7.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.7.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.7.3.2.1:</u></a>	The student will draft writing by developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.7.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.7.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
<a href="#"><u>LA.7.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
<a href="#"><u>LA.7.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.7.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.7.4.3.1:</u></a>	The student will write persuasive text (e.g., advertisement, speech, essay,

	public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and
<a href="#"><u>LA.7.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.7.5.2.1:</u></a>	The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
<a href="#"><u>LA.7.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.7.6.2.1:</u></a>	The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;
<a href="#"><u>LA.7.6.3.1:</u></a>	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
<a href="#"><u>LA.7.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.7.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.7.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.7.2.1.2:</u></a>	The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
<a href="#"><u>LA.7.2.2.2:</u></a>	The student will use information from the text to state the main idea and/or provide relevant details;
<a href="#"><u>LA.7.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and
<a href="#"><u>LA.7.3.2.2:</u></a>	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
<a href="#"><u>LA.7.3.3.2:</u></a>	The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;
<a href="#"><u>LA.7.3.4.2:</u></a>	The student will edit for correct use of capitalization, including regional names (e.g., East Coast), historical events and documents;



<a href="#"><u>LA.7.3.5.2:</u></a>	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
<a href="#"><u>LA.7.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.7.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.7.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).
<a href="#"><u>LA.7.5.2.2:</u></a>	The student will analyze persuasive techniques in both formal and informal speech; and
<a href="#"><u>LA.7.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.7.6.2.2:</u></a>	The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.7.6.3.2:</u></a>	The student will demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and
<a href="#"><u>LA.7.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.7.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.7.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.7.2.1.3:</u></a>	The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
<a href="#"><u>LA.7.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);

<a href="#"><u>LA.7.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.7.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.
<a href="#"><u>LA.7.3.3.3:</u></a>	The student will revise by creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
<a href="#"><u>LA.7.3.4.3:</u></a>	The student will edit for correct use of punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;
<a href="#"><u>LA.7.3.5.3:</u></a>	The student will share the writing with the intended audience.
<a href="#"><u>LA.7.4.2.3:</u></a>	The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;
<a href="#"><u>LA.7.5.2.3:</u></a>	The student will organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology.
<a href="#"><u>LA.7.6.1.3:</u></a>	The student will create a technical manual or solve a problem.
<a href="#"><u>LA.7.6.2.3:</u></a>	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and
<a href="#"><u>LA.7.6.3.3:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
<a href="#"><u>LA.7.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.7.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.7.2.1.4:</u></a>	The student will identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
<a href="#"><u>LA.7.2.2.4:</u></a>	The student will identify the characteristics of a variety of types of text and

	how they are alike and different(e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and
<a href="#"><u>LA.7.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.7.3.4.4:</u></a>	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and
<a href="#"><u>LA.7.4.2.4:</u></a>	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
<a href="#"><u>LA.7.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.7.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.7.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.7.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.7.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.7.3.4.5:</u></a>	The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.
<a href="#"><u>LA.7.4.2.5:</u></a>	The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.
<a href="#"><u>LA.7.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.7.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different

	authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.7.2.1.6:</u></a>	The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
<a href="#"><u>LA.7.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.7.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.7.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support t
<a href="#"><u>LA.7.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.7.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.7.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.7.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.7.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.7.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.7.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.7.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.

<a href="#"><u>LA.8.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.8.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.8.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.8.2.1.1:</u></a>	The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;
<a href="#"><u>LA.8.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.8.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.8.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.8.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.8.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
<a href="#"><u>LA.8.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
<a href="#"><u>LA.8.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical

	description, background description, comparison/contrast of characters); and
<a href="#"><u>LA.8.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.8.4.3.1:</u></a>	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and
<a href="#"><u>LA.8.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.8.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;
<a href="#"><u>LA.8.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.8.6.2.1:</u></a>	The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;
<a href="#"><u>LA.8.6.3.1:</u></a>	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
<a href="#"><u>LA.8.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.8.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.8.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.8.2.1.2:</u></a>	The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
<a href="#"><u>LA.8.2.2.2:</u></a>	The student will synthesize and use information from the text to state the main idea or provide relevant details;

<a href="#"><u>LA.8.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.8.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.8.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;
<a href="#"><u>LA.8.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);
<a href="#"><u>LA.8.3.5.2:</u></a>	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
<a href="#"><u>LA.8.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.8.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.8.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).
<a href="#"><u>LA.8.5.2.2:</u></a>	The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
<a href="#"><u>LA.8.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.8.6.2.2:</u></a>	The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of

	techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.8.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
<a href="#"><u>LA.8.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.8.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.8.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.8.2.1.3:</u></a>	The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
<a href="#"><u>LA.8.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.8.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.8.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.
<a href="#"><u>LA.8.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
<a href="#"><u>LA.8.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;
<a href="#"><u>LA.8.3.5.3:</u></a>	The student will share the writing with the intended audience.



<a href="#"><u>LA.8.4.2.3:</u></a>	The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;
<a href="#"><u>LA.8.5.2.3:</u></a>	The student will select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);
<a href="#"><u>LA.8.6.1.3:</u></a>	The student will create a technical manual or solve a problem.
<a href="#"><u>LA.8.6.2.3:</u></a>	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and
<a href="#"><u>LA.8.6.3.3:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
<a href="#"><u>LA.8.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.8.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.8.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.8.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.8.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.8.3.4.4:</u></a>	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and
<a href="#"><u>LA.8.4.2.4:</u></a>	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
<a href="#"><u>LA.8.5.2.4:</u></a>	The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade; and

<a href="#"><u>LA.8.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.8.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.8.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.8.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.8.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.8.3.4.5:</u></a>	The student will edit for correct use of subject/verb agreement, noun/pronoun agreement.
<a href="#"><u>LA.8.4.2.5:</u></a>	The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.
<a href="#"><u>LA.8.5.2.5:</u></a>	The student will demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.
<a href="#"><u>LA.8.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.8.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.8.2.1.6:</u></a>	The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;
<a href="#"><u>LA.8.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.8.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and

<a href="#"><u>LA.8.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
<a href="#"><u>LA.8.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.8.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.8.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.8.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.8.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples of literary texts; and
<a href="#"><u>LA.8.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.8.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.8.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.



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**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8**

**Subject Area:** Language Arts

**Course Number:** 1002020

**Course Title:** M/J Language Arts 3 Through ESOL

**Course Length:** 1 year

**Basic Assumptions for Language Arts Education:**

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

**Major Concepts/Content.** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- using the writing process to communicate information and ideas
- using listening, viewing, and speaking strategies
- understanding the power of language and using language in authentic contexts
- understanding the common features of a variety of literary forms
- responding critically to visual, oral, and written texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**B. Special Note.** The course requirements are consistent with MJ Language Arts 3, Course Number 1001070. The district shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.

**C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

**After successfully completing this course, the student will:**

**1. Demonstrate understanding and use of appropriate and effective vocabulary.**

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

**2. Read informational, literary, and technical texts for literal, inferential, and evaluative understanding.**

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.E.2.3.8 know how a literary selection can expand or enrich personal viewpoints or experiences.

**3. Demonstrate understanding of literary characteristics and how they are used in literature and other appropriate texts to convey meaning.**

LA.E.1.3.1 identify the defining characteristics of classic literature, such as timelessness, deal with universal themes and experiences, and communicate across cultures.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

LA.E.2.3.4 know ways in which literature reflects the diverse voices of people from various backgrounds.

LA.E.2.3.5 recognize different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, and historical approaches such as how a piece of literature reflects the time period in which it was written.

**4. Use process writing strategies and the conventions of standard written English to write for a variety of purposes and audiences.**

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.1.3.2 draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation;

LA.B.1.3.3 produce final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

**5. Demonstrate understanding of the ways that history, culture, and setting influence language.**

LA.D.1.3.1 understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.1.3.2 demonstrate an awareness that language and literature are primary means by which culture is transmitted.

LA.D.1.3.3 demonstrate an awareness of the difference between the use of English in formal and informal settings.

LA.D.1.3.4 understand that languages change over time.

**6. Use listening, viewing, and speaking skills to obtain information and to convey and ideas.**

- LA.C.1.3.1 listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
- LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
- LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.
- LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.
- LA.C.2.3.2 use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.
- LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
- LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

**7. Select and use appropriate language for effective visual, oral, and written communication.**

- LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.
- LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.
- LA.D.2.3.3 distinguish between emotional and logical argument.

**8. Demonstrate understanding of the impact of mass media and the regulations that govern its use.**

- LA.D.2.3.6 understand specific ways that mass media can potentially enhance or manipulate information.
- LA.D.2.3.7 understand that laws exist that govern what can and cannot be done with mass media.

**9. Apply reference and study skills for a variety of purposes.**

- LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.



- LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics.
- LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
- LA.A.2.3.8 check the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Language Arts

**Course Number:** 1002010

**Course Title:** M/J Language Arts 2 Through ESOL

**Course Length:** 1 year

#### **Basic Assumptions for Language Arts Education:**

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

**Major Concepts/Content.** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- using the writing process to communicate information and ideas
- using listening, viewing, and speaking strategies
- understanding the power of language and using language in authentic contexts
- understanding the common features of a variety of literary forms
- responding critically to visual, oral, and written texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**B. Special Note.** The course requirements are consistent with MJ Language Arts 2, Course Number 1001040. The district shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.

**C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

**After successfully completing this course, the student will:**

**1. Demonstrate understanding and use of appropriate and effective vocabulary.**

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

**2. Read informational, technical, and literary selections for literal, inferential, and interpretive meaning.**

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.E.1.3.4 know how mood or meaning is conveyed in poetry (e.g., word choice such as dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm).

LA.E.1.3.5 identify common themes in literature.

LA.E.2.3.2 respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

**3. Demonstrate knowledge of the characteristics and elements of literary selections and other appropriate texts.**

LA.E.1.3.2 recognize complex elements of plot, including setting, character development, conflicts, and resolutions.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

LA.E.2.3.3 know that a literary text may elicit a wide variety of valid responses.

LA.E.2.3.4 know ways in which literature reflects the diverse voices of people from various backgrounds.

**4. Use process writing strategies and the conventions of standard written English to write for a variety of purposes and audiences.**

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;  
conveys a sense of completeness and wholeness with adherence to the main idea;  
has an organizational pattern that provides for a logical progression of ideas;  
has support that is substantial, specific, relevant, concrete, and/or illustrative;  
demonstrates a commitment to and an involvement with the subject;  
has clarity in presentation of ideas;  
uses creative writing strategies appropriate to the purpose of the paper;  
demonstrates a command of language (word choice) with freshness of expression;  
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and  
has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.1.3.3 produce final documents that have been edited for

correct spelling;  
correct punctuation, including commas, colons, and semicolons;  
correct capitalization;  
effective sentence structure;  
correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

**5. Use listening, viewing, and speaking skills to obtain and convey information and ideas.**

LA.C.1.3.1 listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

**6. Select and use appropriate media tools for effective visual, oral, and written communication.**

LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.

LA.D.2.3.4 understand how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.

LA.D.2.3.5 incorporate audiovisual aids in presentations.

**7. Select and use appropriate language for effective visual, oral, and written communication.**

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

LA.D.2.3.3 distinguish between emotional and logical argument.

**8. Apply reference, study, and test-taking skills.**

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

LA.B.2.3.4 use electronic technology including databases and software to gather information and communicate new knowledge.

# Course: 1002000 M/J Language Arts 1 Through ESOL

## BASIC INFORMATION

<b>Course Title:</b>	M/J Language Arts 1 Through ESOL
<b>Course Number:</b>	10020000
<b>Course Abbreviated Title:</b>	M/J LANG ARTS 1 Th ESOL
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>The instructor shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.</p> <p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li> <li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li> <li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li> <li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully</li> </ul>

	<p>craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</p> <ul style="list-style-type: none"> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study</li> <li>- learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (76)

<a href="#"><u>LA.6.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.6.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.6.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.6.2.1.1:</u></a>	The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
<a href="#"><u>LA.6.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.6.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.6.3.2.1:</u></a>	The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;
<a href="#"><u>LA.6.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;

<a href="#"><u>LA.6.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
<a href="#"><u>LA.6.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
<a href="#"><u>LA.6.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.6.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.6.4.3.1:</u></a>	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;and
<a href="#"><u>LA.6.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.6.5.2.1:</u></a>	The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
<a href="#"><u>LA.6.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.6.6.2.1:</u></a>	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
<a href="#"><u>LA.6.6.3.1:</u></a>	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and
<a href="#"><u>LA.6.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and
<a href="#"><u>LA.6.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.6.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and



	understand how they affect meaning;
<a href="#"><u>LA.6.2.1.2:</u></a>	The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;
<a href="#"><u>LA.6.2.2.2:</u></a>	The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
<a href="#"><u>LA.6.3.1.2:</u></a>	The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and
<a href="#"><u>LA.6.3.2.2:</u></a>	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
<a href="#"><u>LA.6.3.3.2:</u></a>	The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);
<a href="#"><u>LA.6.3.4.2:</u></a>	The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs;
<a href="#"><u>LA.6.3.5.2:</u></a>	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
<a href="#"><u>LA.6.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.
<a href="#"><u>LA.6.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
<a href="#"><u>LA.6.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).
<a href="#"><u>LA.6.5.2.2:</u></a>	The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.

<a href="#"><u>LA.6.6.2.2:</u></a>	The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
<a href="#"><u>LA.6.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.
<a href="#"><u>LA.6.6.4.2:</u></a>	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.6.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.6.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.6.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.6.2.1.3:</u></a>	The student will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;
<a href="#"><u>LA.6.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.6.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).
<a href="#"><u>LA.6.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.
<a href="#"><u>LA.6.3.3.3:</u></a>	The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
<a href="#"><u>LA.6.3.4.3:</u></a>	The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and

	appositive phrases, and in cited sources, including quotations for exact words from sources;
<a href="#"><u>LA.6.3.5.3:</u></a>	The student will share the writing with the intended audience.
<a href="#"><u>LA.6.4.2.3:</u></a>	The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;
<a href="#"><u>LA.6.6.2.3:</u></a>	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and
<a href="#"><u>LA.6.6.1.3:</u></a>	The student will create a technical manual or solve a problem.
<a href="#"><u>LA.6.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.6.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.6.2.1.4:</u></a>	The student will identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
<a href="#"><u>LA.6.2.2.4:</u></a>	The student will identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.6.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.6.3.4.4:</u></a>	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and
<a href="#"><u>LA.6.4.2.4:</u></a>	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
<a href="#"><u>LA.6.6.2.4:</u></a>	The student will explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.
<a href="#"><u>LA.6.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.6.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order,

	argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.6.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.6.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.3.4.5:</u></a>	The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.
<a href="#"><u>LA.6.4.2.5:</u></a>	The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.
<a href="#"><u>LA.6.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.6.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.6.2.1.6:</u></a>	The student will write a book report, review, or critique that compares two or more works by the same author;
<a href="#"><u>LA.6.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.6.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.6.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;
<a href="#"><u>LA.6.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.6.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

<a href="#"><u>LA.6.2.1.8:</u></a>	The student will compare language patterns and vocabulary of contemporary texts to those of historical texts;
<a href="#"><u>LA.6.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.6.2.1.9:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
<a href="#"><u>LA.6.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.6.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).

## RELATED CERTIFICATIONS (5)

<b>Option 1:</b>	MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)
<b>Option 2:</b>	ENGLISH (GRADES 6 - 12)
<b>Option 3:</b>	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) (GRADES K - 12)
<b>Option 4:</b>	ENGLISH (GRADES 6 - 12) <b>plus</b> ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT
<b>Option 5:</b>	ENGLISH (MIDDLE GRADES) (GRADES 5 - 9)



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# Course: 1001090 M/J Language Arts 3, International Baccalaureate

Direct link to this page: <http://www.ibo.org/diploma/curriculum/group1/>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Language Arts 3, International Baccalaureate
<b>Course Number:</b>	1001090
<b>Course Abbreviated Title:</b>	M/J LANG ARTS 3-IB
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>International Baccalaureate(IB)?</b>	Yes

## RELATED CERTIFICATIONS (3)

<b>Option 1:</b>	ENGLISH (MIDDLE GRADES) (GRADES 5 - 9)
<b>Option 2:</b>	MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)
<b>Option 3:</b>	ENGLISH (GRADES 6 - 12)





# Course: 1001080 M/J Language Arts 3, Advanced

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse798.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Language Arts 3, Advanced
<b>Course Number:</b>	1001080
<b>Course Abbreviated Title:</b>	M/J LANG ARTS 3, ADV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li><li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li><li>- understanding and making effective language choices to successfully</li></ul>

	<p>craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</p> <ul style="list-style-type: none"> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study</li> <li>- learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p> <p><b>Honors/Advanced:</b> The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and progress in these courses.</p>
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## STANDARDS (80)

<a href="#"><u>LA.8.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.8.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.8.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.8.2.1.1:</u></a>	The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;
<a href="#"><u>LA.8.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.8.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources

	(e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.8.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.8.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.8.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
<a href="#"><u>LA.8.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
<a href="#"><u>LA.8.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and
<a href="#"><u>LA.8.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.8.4.3.1:</u></a>	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and
<a href="#"><u>LA.8.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.8.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;
<a href="#"><u>LA.8.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;

<a href="#"><u>LA.8.6.2.1:</u></a>	The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;
<a href="#"><u>LA.8.6.3.1:</u></a>	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
<a href="#"><u>LA.8.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.8.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.8.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.8.2.1.2:</u></a>	The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
<a href="#"><u>LA.8.2.2.2:</u></a>	The student will synthesize and use information from the text to state the main idea or provide relevant details;
<a href="#"><u>LA.8.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.8.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.8.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;
<a href="#"><u>LA.8.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);
<a href="#"><u>LA.8.3.5.2:</u></a>	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
<a href="#"><u>LA.8.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic

	fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.8.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.8.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).
<a href="#"><u>LA.8.5.2.2:</u></a>	The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
<a href="#"><u>LA.8.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.8.6.2.2:</u></a>	The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.8.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
<a href="#"><u>LA.8.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.8.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.8.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.8.2.1.3:</u></a>	The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;

<a href="#"><u>LA.8.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.8.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.8.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.
<a href="#"><u>LA.8.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
<a href="#"><u>LA.8.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;
<a href="#"><u>LA.8.3.5.3:</u></a>	The student will share the writing with the intended audience.
<a href="#"><u>LA.8.4.2.3:</u></a>	The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;
<a href="#"><u>LA.8.5.2.3:</u></a>	The student will select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);
<a href="#"><u>LA.8.6.1.3:</u></a>	The student will create a technical manual or solve a problem.
<a href="#"><u>LA.8.6.2.3:</u></a>	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and
<a href="#"><u>LA.8.6.3.3:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
<a href="#"><u>LA.8.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;

<a href="#"><u>LA.8.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.8.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.8.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.8.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.8.3.4.4:</u></a>	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and
<a href="#"><u>LA.8.4.2.4:</u></a>	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
<a href="#"><u>LA.8.5.2.4:</u></a>	The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade; and
<a href="#"><u>LA.8.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.8.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.8.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.8.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.8.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

<a href="#"><u>LA.8.3.4.5:</u></a>	The student will edit for correct use of subject/verb agreement, noun/pronoun agreement.
<a href="#"><u>LA.8.4.2.5:</u></a>	The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.
<a href="#"><u>LA.8.5.2.5:</u></a>	The student will demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.
<a href="#"><u>LA.8.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.8.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.8.2.1.6:</u></a>	The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;
<a href="#"><u>LA.8.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.8.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
<a href="#"><u>LA.8.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
<a href="#"><u>LA.8.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.8.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.8.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.8.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;



<a href="#"><u>LA.8.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples of literary texts; and
<a href="#"><u>LA.8.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.8.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.8.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.

### RELATED CERTIFICATIONS (3)

<b>Option 1:</b>	ENGLISH (MIDDLE GRADES) (GRADES 5 - 9)
<b>Option 2:</b>	MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)
<b>Option 3:</b>	ENGLISH (GRADES 6 - 12)



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# Course: 1001070 M/J Language Arts 3

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page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse797.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Language Arts 3
<b>Course Number:</b>	1001070
<b>Course Abbreviated Title:</b>	M/J LANG ARTS 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>(Class including LEP student(s) must use certs appropriate for ESOL courses)</p> <p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li><li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li><li>- understanding and making effective language choices to successfully craft</li></ul>

	<p>the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</p> <ul style="list-style-type: none"> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study</li> <li>- learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (80)

<a href="#"><u>LA.8.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.8.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.8.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.8.2.1.1:</u></a>	The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;
<a href="#"><u>LA.8.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.8.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;

<a href="#"><u>LA.8.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.8.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.8.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
<a href="#"><u>LA.8.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
<a href="#"><u>LA.8.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and
<a href="#"><u>LA.8.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.8.4.3.1:</u></a>	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and
<a href="#"><u>LA.8.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.8.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;
<a href="#"><u>LA.8.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.8.6.2.1:</u></a>	The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher,

	objectivity, freedom from bias) to assess appropriateness of resources;
<a href="#"><u>LA.8.6.3.1:</u></a>	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
<a href="#"><u>LA.8.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.8.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.8.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.8.2.1.2:</u></a>	The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
<a href="#"><u>LA.8.2.2.2:</u></a>	The student will synthesize and use information from the text to state the main idea or provide relevant details;
<a href="#"><u>LA.8.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.8.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.8.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;
<a href="#"><u>LA.8.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);
<a href="#"><u>LA.8.3.5.2:</u></a>	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
<a href="#"><u>LA.8.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.

<a href="#"><u>LA.8.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.8.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).
<a href="#"><u>LA.8.5.2.2:</u></a>	The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
<a href="#"><u>LA.8.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.8.6.2.2:</u></a>	The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.8.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
<a href="#"><u>LA.8.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.8.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.8.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.8.2.1.3:</u></a>	The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
<a href="#"><u>LA.8.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing,

	summarizing, or comparing/contrasting);
<a href="#"><u>LA.8.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.8.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.
<a href="#"><u>LA.8.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
<a href="#"><u>LA.8.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;
<a href="#"><u>LA.8.3.5.3:</u></a>	The student will share the writing with the intended audience.
<a href="#"><u>LA.8.4.2.3:</u></a>	The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;
<a href="#"><u>LA.8.5.2.3:</u></a>	The student will select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);
<a href="#"><u>LA.8.6.1.3:</u></a>	The student will create a technical manual or solve a problem.
<a href="#"><u>LA.8.6.2.3:</u></a>	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and
<a href="#"><u>LA.8.6.3.3:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
<a href="#"><u>LA.8.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.8.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;

<a href="#"><u>LA.8.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.8.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.8.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.8.3.4.4:</u></a>	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and
<a href="#"><u>LA.8.4.2.4:</u></a>	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
<a href="#"><u>LA.8.5.2.4:</u></a>	The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade; and
<a href="#"><u>LA.8.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.8.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.8.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.8.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.8.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.8.3.4.5:</u></a>	The student will edit for correct use of subject/verb agreement,



	noun/pronoun agreement.
<a href="#"><u>LA.8.4.2.5:</u></a>	The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.
<a href="#"><u>LA.8.5.2.5:</u></a>	The student will demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.
<a href="#"><u>LA.8.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.8.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.8.2.1.6:</u></a>	The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;
<a href="#"><u>LA.8.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.8.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
<a href="#"><u>LA.8.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
<a href="#"><u>LA.8.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.8.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.8.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.8.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;

<a href="#"><u>LA.8.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples of literary texts; and
<a href="#"><u>LA.8.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.8.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.8.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.

### RELATED CERTIFICATIONS (3)

<b>Option 1:</b>	ENGLISH (MIDDLE GRADES) (GRADES 5 - 9)
<b>Option 2:</b>	MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)
<b>Option 3:</b>	ENGLISH (GRADES 6 - 12)

# Course: 1001060 M/J Language Arts 2, International Baccalaureate

Direct link to this page: <http://www.ibo.org/diploma/curriculum/group1/>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Language Arts 2, International Baccalaureate
<b>Course Number:</b>	1001060
<b>Course Abbreviated Title:</b>	M/J LANG ARTS 2-IB
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>International Baccalaureate(IB)?</b>	Yes

## RELATED CERTIFICATIONS (3)

<b>Option 1:</b>	ENGLISH (MIDDLE GRADES) (GRADES 5 - 9)
<b>Option 2:</b>	MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)
<b>Option 3:</b>	ENGLISH (GRADES 6 - 12)



# Course: 1001050 M/J Language Arts 2, Advanced

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse795.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Language Arts 2, Advanced
<b>Course Number:</b>	1001050
<b>Course Abbreviated Title:</b>	M/J LANG ARTS 2, ADV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li><li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li><li>- understanding and making effective language choices to successfully</li></ul>

	<p>craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</p> <ul style="list-style-type: none"> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study</li> <li>- learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p> <p><b>Honors/Advanced:</b> The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and progress in these courses.</p>
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## STANDARDS (78)

<a href="#"><u>LA.7.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.7.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.7.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.7.2.1.1:</u></a>	The student will identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
<a href="#"><u>LA.7.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.7.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources

	(e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.7.3.2.1:</u></a>	The student will draft writing by developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.7.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.7.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
<a href="#"><u>LA.7.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
<a href="#"><u>LA.7.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.7.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.7.4.3.1:</u></a>	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and
<a href="#"><u>LA.7.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.7.5.2.1:</u></a>	The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
<a href="#"><u>LA.7.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;

<a href="#"><u>LA.7.6.2.1:</u></a>	The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;
<a href="#"><u>LA.7.6.3.1:</u></a>	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
<a href="#"><u>LA.7.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.7.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.7.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.7.2.1.2:</u></a>	The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
<a href="#"><u>LA.7.2.2.2:</u></a>	The student will use information from the text to state the main idea and/or provide relevant details;
<a href="#"><u>LA.7.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and
<a href="#"><u>LA.7.3.2.2:</u></a>	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
<a href="#"><u>LA.7.3.3.2:</u></a>	The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;
<a href="#"><u>LA.7.3.4.2:</u></a>	The student will edit for correct use of capitalization, including regional names (e.g., East Coast), historical events and documents;
<a href="#"><u>LA.7.3.5.2:</u></a>	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
<a href="#"><u>LA.7.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm,



	dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.7.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.7.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).
<a href="#"><u>LA.7.5.2.2:</u></a>	The student will analyze persuasive techniques in both formal and informal speech; and
<a href="#"><u>LA.7.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.7.6.2.2:</u></a>	The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.7.6.3.2:</u></a>	The student will demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and
<a href="#"><u>LA.7.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.7.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.7.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.7.2.1.3:</u></a>	The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
<a href="#"><u>LA.7.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.7.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web,

	story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.7.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.
<a href="#"><u>LA.7.3.3.3:</u></a>	The student will revise by creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
<a href="#"><u>LA.7.3.4.3:</u></a>	The student will edit for correct use of punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;
<a href="#"><u>LA.7.3.5.3:</u></a>	The student will share the writing with the intended audience.
<a href="#"><u>LA.7.4.2.3:</u></a>	The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;
<a href="#"><u>LA.7.5.2.3:</u></a>	The student will organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology.
<a href="#"><u>LA.7.6.1.3:</u></a>	The student will create a technical manual or solve a problem.
<a href="#"><u>LA.7.6.2.3:</u></a>	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and
<a href="#"><u>LA.7.6.3.3:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
<a href="#"><u>LA.7.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.7.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.7.2.1.4:</u></a>	The student will identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);

<a href="#"><u>LA.7.2.2.4:</u></a>	The student will identify the characteristics of a variety of types of text and how they are alike and different(e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and
<a href="#"><u>LA.7.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.7.3.4.4:</u></a>	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and
<a href="#"><u>LA.7.4.2.4:</u></a>	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
<a href="#"><u>LA.7.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.7.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.7.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.7.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.7.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.7.3.4.5:</u></a>	The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.
<a href="#"><u>LA.7.4.2.5:</u></a>	The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.

<a href="#"><u>LA.7.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.7.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.7.2.1.6:</u></a>	The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
<a href="#"><u>LA.7.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.7.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.7.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support t
<a href="#"><u>LA.7.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.7.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.7.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.7.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.7.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.7.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.7.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

**LA.7.1.6.11:**

The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.

### **RELATED CERTIFICATIONS (3)**

<b>Option 1:</b>	MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)
<b>Option 2:</b>	ENGLISH (MIDDLE GRADES) (GRADES 5 - 9)
<b>Option 3:</b>	ENGLISH (GRADES 6 - 12)

# Course: 1001040 M/J Language Arts 2

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse794.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Language Arts 2
<b>Course Number:</b>	1001040
<b>Course Abbreviated Title:</b>	M/J LANG ARTS 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li><li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li><li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher</li></ul>

	<p>complexity</p> <ul style="list-style-type: none"> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study</li> <li>- learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (78)

<a href="#"><u>LA.7.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.7.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.7.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.7.2.1.1:</u></a>	The student will identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
<a href="#"><u>LA.7.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.7.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.7.3.2.1:</u></a>	The student will draft writing by developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the

	purpose and audience;
<a href="#"><u>LA.7.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.7.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
<a href="#"><u>LA.7.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
<a href="#"><u>LA.7.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.7.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.7.4.3.1:</u></a>	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and
<a href="#"><u>LA.7.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.7.5.2.1:</u></a>	The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
<a href="#"><u>LA.7.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.7.6.2.1:</u></a>	The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;
<a href="#"><u>LA.7.6.3.1:</u></a>	The student will analyze ways that production elements (e.g.,



	graphics, color, motion, sound, digital technology) affect communication across the media;
<a href="#"><u>LA.7.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.7.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.7.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.7.2.1.2:</u></a>	The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
<a href="#"><u>LA.7.2.2.2:</u></a>	The student will use information from the text to state the main idea and/or provide relevant details;
<a href="#"><u>LA.7.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and
<a href="#"><u>LA.7.3.2.2:</u></a>	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
<a href="#"><u>LA.7.3.3.2:</u></a>	The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;
<a href="#"><u>LA.7.3.4.2:</u></a>	The student will edit for correct use of capitalization, including regional names (e.g., East Coast), historical events and documents;
<a href="#"><u>LA.7.3.5.2:</u></a>	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
<a href="#"><u>LA.7.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.7.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;

<a href="#"><u>LA.7.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).
<a href="#"><u>LA.7.5.2.2:</u></a>	The student will analyze persuasive techniques in both formal and informal speech; and
<a href="#"><u>LA.7.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.7.6.2.2:</u></a>	The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.7.6.3.2:</u></a>	The student will demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and
<a href="#"><u>LA.7.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.7.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.7.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.7.2.1.3:</u></a>	The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
<a href="#"><u>LA.7.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.7.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.7.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.
<a href="#"><u>LA.7.3.3.3:</u></a>	The student will revise by creating precision and interest by using a

	variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
<a href="#"><u>LA.7.3.4.3:</u></a>	The student will edit for correct use of punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;
<a href="#"><u>LA.7.3.5.3:</u></a>	The student will share the writing with the intended audience.
<a href="#"><u>LA.7.4.2.3:</u></a>	The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;
<a href="#"><u>LA.7.5.2.3:</u></a>	The student will organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology.
<a href="#"><u>LA.7.6.1.3:</u></a>	The student will create a technical manual or solve a problem.
<a href="#"><u>LA.7.6.2.3:</u></a>	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and
<a href="#"><u>LA.7.6.3.3:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
<a href="#"><u>LA.7.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.7.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.7.2.1.4:</u></a>	The student will identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
<a href="#"><u>LA.7.2.2.4:</u></a>	The student will identify the characteristics of a variety of types of text and how they are alike and different(e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and
<a href="#"><u>LA.7.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

<a href="#"><u>LA.7.3.4.4:</u></a>	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and
<a href="#"><u>LA.7.4.2.4:</u></a>	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
<a href="#"><u>LA.7.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.7.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.7.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.7.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.7.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.7.3.4.5:</u></a>	The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.
<a href="#"><u>LA.7.4.2.5:</u></a>	The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.
<a href="#"><u>LA.7.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.7.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.7.2.1.6:</u></a>	The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the

	comparison (e.g., novel and play, poem and short story);
<a href="#"><u>LA.7.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.7.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.7.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support t
<a href="#"><u>LA.7.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.7.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.7.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.7.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.7.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.7.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.7.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.7.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.

## RELATED CERTIFICATIONS (6)

<b>Option 1:</b>	ENGLISH (GRADES 6 - 12)
<b>Option 2:</b>	ENGLISH (MIDDLE GRADES) (GRADES 5 - 9)
<b>Option 3:</b>	MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)
<b>Option 4:</b>	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) (GRADES K - 12)
<b>Option 5:</b>	ENGLISH (MIDDLE GRADES) (GRADES 5 - 9) <b>plus</b> ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT
<b>Option 6:</b>	ENGLISH (GRADES 6 - 12) <b>plus</b> ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT

# Course: 1001030 M/J Language Arts 1 International Baccalaureate

Direct link to this page: <http://www.ibo.org/diploma/curriculum/group1/>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Language Arts 1 International Baccalaureate
<b>Course Number:</b>	1001030
<b>Course Abbreviated Title:</b>	M/J LANG ARTS 1-IB
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>International Baccalaureate(IB)?</b>	Yes

## RELATED CERTIFICATIONS (3)

<b>Option 1:</b>	MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)
<b>Option 2:</b>	ENGLISH (GRADES 6 - 12)
<b>Option 3:</b>	ENGLISH (MIDDLE GRADES) (GRADES 5 - 9)





# Course: 1001020 M/J Language Arts 1, Advanced

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse792.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Language Arts 1, Advanced
<b>Course Number:</b>	1001020
<b>Course Abbreviated Title:</b>	M/J LANG ARTS 1, ADV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li><li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li><li>- understanding and making effective language choices to successfully</li></ul>

	<p>craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</p> <ul style="list-style-type: none"> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study</li> <li>- learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p> <p><b>Honors/Advanced:</b> The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and progress in these courses.</p>
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#### STANDARDS (76)

<a href="#"><u>LA.6.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.6.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.6.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.6.2.1.1:</u></a>	The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
<a href="#"><u>LA.6.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.6.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.6.3.2.1:</u></a>	The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;

<a href="#"><u>LA.6.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.6.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
<a href="#"><u>LA.6.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
<a href="#"><u>LA.6.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.6.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.6.4.3.1:</u></a>	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;and
<a href="#"><u>LA.6.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.6.5.2.1:</u></a>	The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
<a href="#"><u>LA.6.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.6.6.2.1:</u></a>	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
<a href="#"><u>LA.6.6.3.1:</u></a>	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and
<a href="#"><u>LA.6.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and
<a href="#"><u>LA.6.6.5.1:</u></a>	The student will listen to, read, and discuss familiar and conceptually

	challenging text;
<a href="#"><u>LA.6.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.6.2.1.2:</u></a>	The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;
<a href="#"><u>LA.6.2.2.2:</u></a>	The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
<a href="#"><u>LA.6.3.1.2:</u></a>	The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and
<a href="#"><u>LA.6.3.2.2:</u></a>	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
<a href="#"><u>LA.6.3.3.2:</u></a>	The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);
<a href="#"><u>LA.6.3.4.2:</u></a>	The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs;
<a href="#"><u>LA.6.3.5.2:</u></a>	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
<a href="#"><u>LA.6.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.
<a href="#"><u>LA.6.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
<a href="#"><u>LA.6.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).

<a href="#"><u>LA.6.5.2.2:</u></a>	The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.
<a href="#"><u>LA.6.6.2.2:</u></a>	The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
<a href="#"><u>LA.6.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.
<a href="#"><u>LA.6.6.4.2:</u></a>	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.6.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.6.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.6.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.6.2.1.3:</u></a>	The student will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;
<a href="#"><u>LA.6.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.6.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).
<a href="#"><u>LA.6.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.
<a href="#"><u>LA.6.3.3.3:</u></a>	The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language,

	connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
<a href="#"><u>LA.6.3.4.3:</u></a>	The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;
<a href="#"><u>LA.6.3.5.3:</u></a>	The student will share the writing with the intended audience.
<a href="#"><u>LA.6.4.2.3:</u></a>	The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;
<a href="#"><u>LA.6.6.2.3:</u></a>	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and
<a href="#"><u>LA.6.6.1.3:</u></a>	The student will create a technical manual or solve a problem.
<a href="#"><u>LA.6.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.6.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.6.2.1.4:</u></a>	The student will identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
<a href="#"><u>LA.6.2.2.4:</u></a>	The student will identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.6.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.6.3.4.4:</u></a>	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and
<a href="#"><u>LA.6.4.2.4:</u></a>	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and

<a href="#"><u>LA.6.6.2.4:</u></a>	The student will explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.
<a href="#"><u>LA.6.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.6.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.6.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.6.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.3.4.5:</u></a>	The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.
<a href="#"><u>LA.6.4.2.5:</u></a>	The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.
<a href="#"><u>LA.6.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.6.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.6.2.1.6:</u></a>	The student will write a book report, review, or critique that compares two or more works by the same author;
<a href="#"><u>LA.6.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.6.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.6.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;

<a href="#"><u>LA.6.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.6.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.6.2.1.8:</u></a>	The student will compare language patterns and vocabulary of contemporary texts to those of historical texts;
<a href="#"><u>LA.6.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.6.2.1.9:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
<a href="#"><u>LA.6.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.6.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).

### RELATED CERTIFICATIONS (3)

<b>Option 1:</b>	MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)
<b>Option 2:</b>	ENGLISH (GRADES 6 - 12)
<b>Option 3:</b>	ENGLISH (MIDDLE GRADES) (GRADES 5 - 9)





# Course: 1001010 M/J Language Arts 1

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse791.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	M/J Language Arts 1
<b>Course Number:</b>	1001010
<b>Course Abbreviated Title:</b>	M/J LANG ARTS 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li><li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li><li>- understanding and making effective language choices to successfully craft</li></ul>

	<p>the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</p> <ul style="list-style-type: none"> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study</li> <li>- learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (76)

<a href="#"><u>LA.6.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.6.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.6.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.6.2.1.1:</u></a>	The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
<a href="#"><u>LA.6.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.6.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.6.3.2.1:</u></a>	The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;
<a href="#"><u>LA.6.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;

<a href="#"><u>LA.6.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
<a href="#"><u>LA.6.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
<a href="#"><u>LA.6.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.6.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.6.4.3.1:</u></a>	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;and
<a href="#"><u>LA.6.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.6.5.2.1:</u></a>	The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
<a href="#"><u>LA.6.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.6.6.2.1:</u></a>	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
<a href="#"><u>LA.6.6.3.1:</u></a>	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and
<a href="#"><u>LA.6.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and
<a href="#"><u>LA.6.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.6.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and

	understand how they affect meaning;
<a href="#"><u>LA.6.2.1.2:</u></a>	The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;
<a href="#"><u>LA.6.2.2.2:</u></a>	The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
<a href="#"><u>LA.6.3.1.2:</u></a>	The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and
<a href="#"><u>LA.6.3.2.2:</u></a>	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
<a href="#"><u>LA.6.3.3.2:</u></a>	The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);
<a href="#"><u>LA.6.3.4.2:</u></a>	The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs;
<a href="#"><u>LA.6.3.5.2:</u></a>	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
<a href="#"><u>LA.6.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.
<a href="#"><u>LA.6.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
<a href="#"><u>LA.6.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).
<a href="#"><u>LA.6.5.2.2:</u></a>	The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.

<a href="#"><u>LA.6.6.2.2:</u></a>	The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
<a href="#"><u>LA.6.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.
<a href="#"><u>LA.6.6.4.2:</u></a>	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.6.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.6.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.6.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.6.2.1.3:</u></a>	The student will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;
<a href="#"><u>LA.6.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.6.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).
<a href="#"><u>LA.6.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.
<a href="#"><u>LA.6.3.3.3:</u></a>	The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
<a href="#"><u>LA.6.3.4.3:</u></a>	The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and

	appositive phrases, and in cited sources, including quotations for exact words from sources;
<a href="#"><u>LA.6.3.5.3:</u></a>	The student will share the writing with the intended audience.
<a href="#"><u>LA.6.4.2.3:</u></a>	The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;
<a href="#"><u>LA.6.6.2.3:</u></a>	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and
<a href="#"><u>LA.6.6.1.3:</u></a>	The student will create a technical manual or solve a problem.
<a href="#"><u>LA.6.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.6.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.6.2.1.4:</u></a>	The student will identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
<a href="#"><u>LA.6.2.2.4:</u></a>	The student will identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.6.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.6.3.4.4:</u></a>	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and
<a href="#"><u>LA.6.4.2.4:</u></a>	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
<a href="#"><u>LA.6.6.2.4:</u></a>	The student will explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.
<a href="#"><u>LA.6.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.6.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order,

	argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.6.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.6.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.3.4.5:</u></a>	The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.
<a href="#"><u>LA.6.4.2.5:</u></a>	The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.
<a href="#"><u>LA.6.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.6.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.6.2.1.6:</u></a>	The student will write a book report, review, or critique that compares two or more works by the same author;
<a href="#"><u>LA.6.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.6.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.6.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;
<a href="#"><u>LA.6.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.6.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.



<a href="#"><u>LA.6.2.1.8:</u></a>	The student will compare language patterns and vocabulary of contemporary texts to those of historical texts;
<a href="#"><u>LA.6.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.6.2.1.9:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
<a href="#"><u>LA.6.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.6.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).

## RELATED CERTIFICATIONS (5)

<b>Option 1:</b>	MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)
<b>Option 2:</b>	ENGLISH (GRADES 6 - 12)
<b>Option 3:</b>	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) (GRADES K - 12)
<b>Option 4:</b>	ENGLISH (GRADES 6 - 12) <b>plus</b> ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT
<b>Option 5:</b>	ENGLISH (MIDDLE GRADES) (GRADES 5 - 9)



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**Course: M/J Intensive Reading and Career Planning-1000020**

- [GENERAL INFORMATION](#)

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<b>Course Number:</b>	1000020
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 6 to 8 Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">Remedial</a> »
<b>Course Title:</b>	M/J Intensive Reading and Career Planning
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J Intensive Rdg and Car Plan
<b>Course Length:</b>	Year
<b>Course Level:</b>	1
<b>Course Status:</b>	State Board Approved
<b>General Notes:</b>	<p><b>Career and Education Planning</b> - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website <a href="http://FACTS.org">FACTS.org</a>; and shall result in the completion of a personalized academic and career plan.</p> <p>Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):</p> <p><b>Understanding the Workplace</b></p> <p>1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.</p> <p>2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.</p>

4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

#### **Self- Awareness**

5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.

6.0 Identify five values that they consider important in making a career choice.

7.0 Identify skills needed for career choices and match to personal abilities.

8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.

9.0 Identify strengths and areas in which assistance is needed at school.

10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

#### **Exploring Careers**

11.0 Demonstrate the ability to locate, understand, and use career information.

12.0 Use the Internet to access career and education planning information.

13.0 Identify skills that are transferable from one occupation to another.

14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.

15.0 Explain the relationship between educational achievement and career success.

#### **Goal Setting and Decision-Making**

16.0 Identify and demonstrate use of steps to make career decisions.

17.0 Identify and demonstrate processes for making short and long term goals.

#### **Workplace Skills**

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

#### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

#### **Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

<a href="#"><u>LA.6.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.6.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.6.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.6.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).
<a href="#"><u>LA.6.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.6.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.6.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.6.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.6.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.6.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.6.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.6.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.6.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.6.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.6.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.6.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.6.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g.,

	comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.6.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.6.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.6.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.6.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.6.2.1.6:</u></a>	The student will write a book report, review, or critique that compares two or more works by the same author;
<a href="#"><u>LA.6.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;
<a href="#"><u>LA.6.2.1.8:</u></a>	The student will compare language patterns and vocabulary of contemporary texts to those of historical texts;
<a href="#"><u>LA.6.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.6.2.2.2:</u></a>	The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
<a href="#"><u>LA.6.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.6.2.2.4:</u></a>	The student will identify the characteristics of a variety of types of

	nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.6.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).
<a href="#"><u>LA.6.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.6.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.
<a href="#"><u>LA.6.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.6.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
<a href="#"><u>LA.6.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).
<a href="#"><u>LA.6.5.2.1:</u></a>	The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
<a href="#"><u>LA.6.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.6.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.6.6.2.1:</u></a>	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
<a href="#"><u>LA.6.6.2.2:</u></a>	The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts)

	that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
<a href="#"><u>LA.6.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.
<a href="#"><u>LA.6.6.4.2:</u></a>	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.7.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.7.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.7.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.7.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
<a href="#"><u>LA.7.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.7.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.7.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.7.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.7.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.7.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.7.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.7.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.7.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.7.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how



	they affect meaning;
<a href="#"><u>LA.7.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.7.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.7.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.7.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.7.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.7.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.7.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.7.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.7.2.1.6:</u></a>	The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
<a href="#"><u>LA.7.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support t
<a href="#"><u>LA.7.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.7.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);

<a href="#"><u>LA.7.2.2.2:</u></a>	The student will use information from the text to state the main idea and/or provide relevant details;
<a href="#"><u>LA.7.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.7.2.2.4:</u></a>	The student will identify the characteristics of a variety of types of text and how they are alike and different(e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and
<a href="#"><u>LA.7.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.7.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.7.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.7.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.7.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.7.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.7.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).
<a href="#"><u>LA.7.5.2.1:</u></a>	The student will use effective listening strategies for informal and formal

	discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
<a href="#"><u>LA.7.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.7.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.7.6.2.1:</u></a>	The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;
<a href="#"><u>LA.7.6.2.2:</u></a>	The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.7.6.3.2:</u></a>	The student will demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and
<a href="#"><u>LA.7.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.8.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.8.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.8.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.8.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
<a href="#"><u>LA.8.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.8.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.8.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.8.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.8.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.8.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually

	advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.8.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.8.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.8.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.8.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.8.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.8.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.8.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.8.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.8.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
<a href="#"><u>LA.8.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.8.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.8.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.8.2.1.6:</u></a>	The student will compare literary texts that express a universal theme,

	providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;
<a href="#"><u>LA.8.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
<a href="#"><u>LA.8.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.8.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.8.2.2.2:</u></a>	The student will synthesize and use information from the text to state the main idea or provide relevant details;
<a href="#"><u>LA.8.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.8.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.8.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.8.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.8.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and
<a href="#"><u>LA.8.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction,

	one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.8.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.8.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.8.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).
<a href="#"><u>LA.8.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;
<a href="#"><u>LA.8.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.8.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.8.6.2.1:</u></a>	The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;
<a href="#"><u>LA.8.6.2.2:</u></a>	The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.8.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
<a href="#"><u>LA.8.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

# Course: 1000010 M/J Intensive Reading (MC)

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse789.aspx>

## BASIC INFORMATION

Course Title:	M/J Intensive Reading (MC)
Course Number:	1000010
Course Abbreviated Title:	M/J INTENS READ (MC)
Course Path:	Section: <a href="#">Grades PreK to 12 Education Courses</a> » Grade Group: <a href="#">Grades 6 to 8 Education Courses</a> » Subject: <a href="#">Language Arts</a> » SubSubject: <a href="#">Remedial</a> »
Course length:	Year
Course Level:	1
Status:	State Board Approved
General Notes:	<p><b>NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.</b></p> <p><b>Basic Assumptions for Reading Education:</b></p> <ul style="list-style-type: none"><li>• Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in <b>accelerating</b> the development of reading skills in older struggling readers.</li><li>• Instruction for struggling readers should be explicit and</li></ul>

systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.

- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.

- Technology is available for students to support and enhance development of competencies in reading.

- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.

- **The amount of FCAT specific practice ("test prep") should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

**A. Major Concepts/Content.** The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:



	<ul style="list-style-type: none"> <li>• reading instruction in phonemic awareness, phonics (<i>advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis</i>), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student’s instructional goals will be specified in his/her Academic Improvement Plan (AIP)</li> <li>• critical thinking, problem-solving, and test-taking skills and strategies</li> <li>• reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text</li> <li>• integration of reading with student written responses to text</li> <li>• high frequency content area vocabulary</li> </ul> <p>Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.</p> <p><b>B. Special Note.</b> This course may be repeated by a student as ne</p>
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STANDARDS (129)

<a href="#"><u>LA.6.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.6.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.6.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.6.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.6.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and

	descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.6.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.6.5.2.1:</u></a>	The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
<a href="#"><u>LA.6.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.6.6.2.1:</u></a>	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
<a href="#"><u>LA.7.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.7.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.7.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.7.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.7.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and
<a href="#"><u>LA.7.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.7.5.2.1:</u></a>	The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a

	previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
<a href="#"><u>LA.7.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.7.6.2.1:</u></a>	The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;
<a href="#"><u>LA.8.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.8.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.8.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.8.2.2.1:</u></a>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<a href="#"><u>LA.8.4.1.1:</u></a>	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and
<a href="#"><u>LA.8.4.2.1:</u></a>	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
<a href="#"><u>LA.8.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;
<a href="#"><u>LA.8.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the

	reader's understanding;
<a href="#"><u>LA.8.6.2.1:</u></a>	The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;
<a href="#"><u>LA.6.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.6.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.6.2.2.2:</u></a>	The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
<a href="#"><u>LA.6.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.
<a href="#"><u>LA.6.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
<a href="#"><u>LA.6.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).
<a href="#"><u>LA.6.6.2.2:</u></a>	The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
<a href="#"><u>LA.6.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.
<a href="#"><u>LA.6.6.4.2:</u></a>	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.7.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.7.1.7.2:</u></a>	The student will analyze the authors purpose (e.g., to persuade,

	inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.7.2.2.2:</u></a>	The student will use information from the text to state the main idea and/or provide relevant details;
<a href="#"><u>LA.7.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.7.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.7.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).
<a href="#"><u>LA.7.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.7.6.2.2:</u></a>	The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.7.6.3.2:</u></a>	The student will demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and
<a href="#"><u>LA.7.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.8.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.8.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;
<a href="#"><u>LA.8.2.2.2:</u></a>	The student will synthesize and use information from the text to state the main idea or provide relevant details;
<a href="#"><u>LA.8.4.1.2:</u></a>	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the

	type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.8.4.2.2:</u></a>	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
<a href="#"><u>LA.8.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).
<a href="#"><u>LA.8.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.8.6.2.2:</u></a>	The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
<a href="#"><u>LA.8.6.3.2:</u></a>	The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
<a href="#"><u>LA.8.6.4.2:</u></a>	The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.
<a href="#"><u>LA.6.6.1.2:</u></a>	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
<a href="#"><u>LA.6.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.6.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.6.2.2.3:</u></a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#"><u>LA.6.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools

	(e.g., technology, outline, chart, table, graph, web, story map).
<a href="#">LA.7.1.6.3:</a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#">LA.7.1.7.3:</a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#">LA.7.2.2.3:</a>	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#">LA.7.3.1.3:</a>	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#">LA.8.1.6.3:</a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#">LA.8.1.7.3:</a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#">LA.8.2.2.3:</a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
<a href="#">LA.8.3.1.3:</a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#">LA.6.1.6.4:</a>	The student will categorize key vocabulary and identify salient features;
<a href="#">LA.6.1.7.4:</a>	The student will identify cause-and-effect relationships in text;
<a href="#">LA.6.2.2.4:</a>	The student will identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
<a href="#">LA.7.1.6.4:</a>	The student will categorize key vocabulary and identify salient features;
<a href="#">LA.7.1.7.4:</a>	The student will identify cause-and-effect relationships in text;
<a href="#">LA.7.2.2.4:</a>	The student will identify the characteristics of a variety of types of

	text and how they are alike and different(e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and
<a href="#"><u>LA.8.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.8.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.8.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and
<a href="#"><u>LA.6.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.6.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.6.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.6.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.7.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.7.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.7.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.7.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.



<a href="#"><u>LA.8.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.8.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.8.2.1.5:</u></a>	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
<a href="#"><u>LA.8.2.2.5:</u></a>	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.6.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.6.2.1.6:</u></a>	The student will write a book report, review, or critique that compares two or more works by the same author;
<a href="#"><u>LA.7.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.7.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.7.2.1.6:</u></a>	The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
<a href="#"><u>LA.8.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.8.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.8.2.1.6:</u></a>	The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;
<a href="#"><u>LA.6.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;

<a href="#"><u>LA.6.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.6.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;
<a href="#"><u>LA.7.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.7.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.7.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support t
<a href="#"><u>LA.8.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.8.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
<a href="#"><u>LA.8.2.1.7:</u></a>	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
<a href="#"><u>LA.6.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.6.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.6.2.1.8:</u></a>	The student will compare language patterns and vocabulary of contemporary texts to those of historical texts;
<a href="#"><u>LA.7.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.7.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including

	but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.7.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.8.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.8.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.8.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.6.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.7.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.8.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.6.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.6.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.7.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.7.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

<a href="#"><u>LA.8.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.8.2.1.10:</u></a>	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
<a href="#"><u>LA.6.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).
<a href="#"><u>LA.7.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
<a href="#"><u>LA.8.1.6.11:</u></a>	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.

## RELATED CERTIFICATIONS (1)

<b>Option 1:</b>	READING (GRADES K - 12)
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## Florida Department of Education

### COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Language Arts

**Course Number:** 1000000

**Course Title:** M/J Intensive Language Arts

**Course Length:** 1 year

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

#### **Basic Assumptions for Reading Education:**

- Students entering the middle grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive intervention needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of intervention need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.

- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- **The amount of FCAT specific practice (“test prep”) should be limited, given most students’ vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

**A. Major Concepts/Content.** The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

**C. Course Requirements.** The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, or 6-8, or a mixture of the three, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address: <http://www.fldoe.org/>.

**After successfully completing this course, the student will:**

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.
2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.
3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.
5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

6. Construct meaning of text through inference, application, and analysis.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.

9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

11. Respond to reading through thinking, talking, and writing.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.



LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts Course

**Number:** 1007390 **Course Title:** Debate VII

**Credit:** 1.0

**Will meet graduation requirement for Performing Fine Arts**

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students to develop and practice debate-related skills.

The content should include, but not be limited to, the following:

- research and organizational skills
- selection of debate topics
- elements of argumentation
- extemporaneous speaking
- preparation of debate briefs
- cross-examination techniques
- techniques of effective listening
- appropriate use of debate

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** The course requirements contained in this course description are designed for a one-credit course.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Apply reading strategies, critical thinking and research skills to select and prepare topics for debate.**

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on text.
- LA.A.2.4.4 locate, gather, analyze and evaluate written information for a variety of purposes, including research projects, real world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- TH.D.1.3.2 understand the relationship of plot, conflict and theme in a play.
- TH.D.1.3.3 develop criteria for the evaluation of dramatic texts and performances.
- TH.D.1.4.2 understand allegoric and symbolic references in plays.

**2. Use writing processes effectively to prepare materials in preparation for debating events.**

- LA.B.1.4.2 draft and revise writing that
  - is focused, purposeful, and reflects insight into the writing situation;
  - has an organizational pattern that provides for a logical progression of ideas
  - has effective use of transitional devices that contribute to a sense of completeness;

- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

### **3. Demonstrate highly developed debate-related speaking skills.**

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and bias.

### **4. Demonstrate mastery of debate skills in simulated and real debate activities.**

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.3 understand that there are differences among various dialects of English.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

TH.A.1.3.1 develop characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).

TH.A.1.4.1 use classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.

TH.C.1.4.2 understand how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.

TH.E.1.3.2 understand the reasons for personal reactions and audience reactions to various media and multiple art forms (e.g., staging environment, past experiences, and culture).

**5. Prepare oral and written critiques of debates.**

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation and taking action in career-related situations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

**6. Employ refined knowledge about specific debate forms, programs, or events.**

**7. Successfully employ the elements of argumentation.**

**8. Demonstrate understanding of the interpersonal skills and discipline involved in duo and group events.**

**9. Use improvisation skills to create and explore as well as to demonstrate understanding of concepts.**

**10. Participate in numerous scheduled interscholastic competitions.**

**11. Assist in coaching, mentoring and evaluating novice debaters.**

**12. Judge in district and/or state novice debates.**

**Florida Department of Education COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts

**Course Number:** 1007380

**Course Title:** Debate VI

**Credit:** 1.0

**Will meet graduation requirements for English**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students to develop and practice debate-related skills.

The content should include, but not be limited to, the following:

- research and organizational skills
- selection of debate topics
- elements of argumentation
- voice and diction
- extemporaneous speaking
- preparation of debate briefs
- cross-examination techniques -techniques of effective listening -appropriate use of debate

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** The course requirements contained in this course description are designed for a one-credit course.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

- 1. Apply reading strategies, critical thinking and research skills to select and prepare topics for debate.**
- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
  - LA.A.2.4.2 determine the author's purpose and point of view and their effects on text.
  - LA.A.2.4.4 locate, gather, analyze and evaluate written information for a variety of purposes, including research projects, real world tasks, and self-improvement.
  - LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
  - LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
  - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
  - LA.B.2.4.2 organize information using appropriate systems.
  - LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
  - TH.D.1.3.2 understand the relationship of plot, conflict and theme in a play.
  - TH.D.1.3.3 develop criteria for the evaluation of dramatic texts and performances.
  - TH.D.1.4.2 understand allegoric and symbolic references in plays.

**2. Use writing processes effectively to prepare materials in preparation for debating events.**

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

**3. Demonstrate highly developed debate-related speaking skills.**

**4. Demonstrate mastery of debate skills in simulated and real debate activities.**

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and bias.

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.3 understand that there are differences among various dialects of English.



- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- TH.A.1.3.1 develop characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).
- TH.A.1.4.1 use classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.
- TH.C.1.4.2 understand how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.
- TH.E.1.3.2 understand the reasons for personal reactions and audience reactions to various media and multiple art forms (e.g., staging environment, past experiences, and culture).

#### **5. Prepare oral and written critiques of debates.**

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

- 6. Employ refined knowledge about specific debate forms, programs, or events.**
- 7. Successfully employ the elements of argumentation.**
- 8. Demonstrate understanding of the interpersonal skills and discipline involved in duo and group events.**
- 9. Use improvisation skills to create and explore as well as to demonstrate Understanding of concepts.**
- 10. Participate in numerous scheduled interscholastic competitions.**
- 11. Assist in coaching and mentoring novice debaters.**

**Florida Department of Education COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts

**Course Number:** 1007370

**Course Title:** Debate V

**Credit:** 1.0

**Will meet graduation requirement for Performing Fine Arts**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students to develop and practice debate-related skills.

The content should include, but not be limited to, the following:

-research and organizational skills

-selection of debate topics

-elements of argumentation

-voice and diction

-extemporaneous speaking

-preparation of debate briefs

-cross-examination techniques

-techniques of effective listening

-appropriate use of debate

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** The course requirements contained in this course description are designed for a one-credit course.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

- 1. Apply reading strategies, critical thinking and research skills to select and prepare topics for debate.**
- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
  - LA.A.2.4.2 determine the author's purpose and point of view and their effects on text.
  - LA.A.2.4.4 locate, gather, analyze and evaluate written information for a variety of purposes, including research projects, real world tasks, and self-improvement.
  - LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
  - LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
  - LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
  - LA.B.2.4.2 organize information using appropriate systems.
  - LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
  - TH.D.1.3.2 understand the relationship of plot, conflict and theme in a play.
  - TH.D.1.3.3 develop criteria for the evaluation of dramatic texts and performances.
  - TH.D.1.4.2 understand allegoric and symbolic references in plays.

**2. Use writing processes effectively to prepare materials in preparation for debating events.**

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

**3. Demonstrate highly developed debate-related speaking skills.**

**4. Demonstrate mastery of debate skills in simulated and real debate activities.**

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and bias.

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.3 understand that there are differences among various dialects of

English.

- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- TH.A.1.3.1 develop characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).
- TH.A.1.4.1 use classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.
- TH.C.1.4.2 understand how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.
- TH.E.1.3.2 understand the reasons for personal reactions and audience reactions to various media and multiple art forms (e.g., staging environment, past experiences, and culture).

**5. Prepare oral and written critiques of debates.**

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

**6. Employ refined knowledge about specific debate forms, programs, or events.**

**7. Successfully employ the elements of argumentation.**

**8. Demonstrate understanding of the interpersonal skills and discipline involved in duo and group events.**

**9. Use improvisation skills to create and explore as well as to demonstrate understanding of concepts.**

**10. Participate in scheduled interscholastic competitions.**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:**

1007360 **Course Title:** Debate IV

**Credit:** 1.0 **Will meet graduation requirement for Performing Fine Arts**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced skills and techniques for use in debate and forensic activities.

The content should include, but not be limited to, the following:

- communication skills -logic and critical-thinking skills -techniques of public speaking
- research skills -parliamentary procedure
- argumentation and debate skills -analysis of debates
- timing and judging techniques

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course generally requires students to participate in activities beyond the school day.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this

course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate advanced knowledge and use of various debate formats (e.g., panel discussion, team debate, Lincoln-Douglas, political debate).**

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

**2. Demonstrate use of advanced logic and critical-thinking skills.**

**3. Demonstrate advanced knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique, audience analysis, use of gestures).**

- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

**4. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.**

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**5. Demonstrate advanced knowledge and use of parliamentary procedure.**

**6. Demonstrate understanding of argumentation and debate skills (e.g., attack and defense, cross-examination techniques).**

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.C.3.4.3 use details, illustrations, analogies, *and visual aids* to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**7. Analyze one's own and others' presentations in debate and forensic activities.**

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

**8. Demonstrate use of techniques for timing and judging debates and forensic activities.**

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the



techniques and intent of a presentation, *and taking action in career-related situations.*

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:**

1007350 **Course Title:** Debate III

**Credit:** 1.0 **Will meet graduation requirement for Performing Fine Arts**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills and techniques for use in debate and forensic activities.

The content should include, but not be limited to, the following:

- communication skills -logic and critical-thinking skills
- techniques of public speaking -research skills
- parliamentary procedure -argumentation and debate skills
- analysis of debates -timing and judging techniques

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course generally requires students to participate in activities beyond the school day.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate intermediate-level knowledge and use of various debate formats (e.g., panel discussion, team debate, Lincoln-Douglas, political debate).**

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

**1 Demonstrate use of intermediate-level logic and critical-thinking skills.**

**2 Demonstrate intermediate-level knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique, audience analysis).**

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

**4. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.**

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**1 Demonstrate intermediate-level knowledge and use of parliamentary procedure.**

**2 Demonstrate knowledge of argumentation and debate skills (e.g., attack and defense, cross-examination techniques).**

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.C.3.4.3 use details, illustrations, analogies, *and visual aids* to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**7. Analyze one's own and others' presentations in debate and forensic activities.**

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

**8. Demonstrate use of techniques for timing and judging debates and forensic activities.**

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations*.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts

**Course Number:** 1007340

**Course Title:** Debate II

**Credit:** 1.0 Will meet graduation requirement for Performing Fine Arts

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills and techniques for use in debate and forensic activities.

The content should include, but not be limited to, the following:

- communication skills
- logic and critical
- thinking skills
- techniques of public speaking
- research skills
- parliamentary procedure
- argumentation and debate skills
- analysis of debates
- timing and judging techniques

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and

processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course may require students to participate in activities beyond the school day.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

- 1. Demonstrate basic knowledge and use of various debate formats (e.g., panel discussion, team debate, Lincoln-Douglas, political debate).**
  - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
  - LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
  - LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
  - LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
  - LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- 2. Demonstrate use of basic logic and critical-thinking skills.**
- 3. Demonstrate basic knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique).**

- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

**4. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.**

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**5. Demonstrate basic knowledge and use of parliamentary procedure.**

**6. Demonstrate knowledge of argumentation and debate skills (e.g., attack and defense).**

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.C.3.4.3 use details, illustrations, analogies, *and visual aids* to make oral presentations that inform, persuade, or entertain.



LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**7. Analyze one's own and others' presentations in debate and forensic activities.**

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

**8. Demonstrate use of techniques for timing and judging debates and forensic activities.**

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:**

1007330 **Course Title:** Debate I

**Credit:** 1.0 **Will meet graduation requirement for Performing Fine Arts**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental skills and techniques for use in debate and forensic activities.

The content should include, but not be limited to, the following:

-communication skills -logic and critical-thinking skills

-techniques of public speaking -research skills

-parliamentary procedure -argumentation and debate skills

-analysis of debates -timing and judging techniques

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course may require students to participate in activities beyond the school day.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this

course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

1. **Demonstrate fundamental knowledge and use of various debate formats (e.g., panel discussion, team debate, Lincoln-Douglas, political debate).**
  - LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
  - LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
  - LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
  - LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
  - LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
  
2. **Demonstrate use of fundamental logic and critical-thinking skills.**
  
3. **Demonstrate fundamental knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes).**
  - LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
  - LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
  
4. **Demonstrate use of research, organization, and writing skills to support selected topics and points of view.**
  - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
  - LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**5. Demonstrate fundamental knowledge and use of parliamentary procedure.**

**6. Demonstrate awareness of argumentation and debate skills (e.g., attack and defense).**

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.C.3.4.3 use details, illustrations, analogies, *and visual aids* to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**7. Analyze one's own and others' presentations in debate and forensic activities.**

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

**8. Demonstrate use of techniques for timing and judging debates and forensic activities.**

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in*

*career-related situations.*

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:**

1007320 **Course Title:** Speech III

**Credit:** 1.0 **Will meet graduation requirement for Performing Fine Arts**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to develop advanced skills in formal and informal oral communication.

The content should include, but not be limited to, the following:

-formal and informal oral communication skills -forms of oral communication -techniques of public speaking

-research, organization, and writing for public speaking -analysis and evaluation of public speaking

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course may require students to participate in activities beyond the school day.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

**After successfully completing this course, the student will:**

**1. Demonstrate advanced knowledge and use of formal and informal listening, viewing, and speaking skills.**

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues *used in nonprint media*, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

**2. Demonstrate advanced knowledge and use of various forms of formal and informal oral communication (e.g., debate, oral reading, extemporaneous speaking, oratory).**

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**3. Demonstrate advanced knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique, audience analysis).**

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

**4. Demonstrate advanced knowledge and use of presentation aids for public speaking (e.g., music, posters, presentation software, photos, video clips).**

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

**5. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.



LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**6. Analyze and evaluate one's own and others' formal and informal oral presentations.**

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:**

1007310 **Course Title:** Speech II

**Credit:** 1.0 **Will meet graduation requirement for Performing Fine Arts**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills in formal and informal oral communication.

The content should include, but not be limited to, the following:

- formal and informal oral communication skills
- forms of oral communication
- techniques of public speaking
- research, organization, and writing for public speaking
  
- analysis and evaluation of public speaking

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course may require students to participate in activities beyond the school day.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

**After successfully completing this course, the student will:**

**1. Demonstrate intermediate-level knowledge and use of formal and informal listening, viewing, and speaking skills.**

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues *used in nonprint media*, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

**2. Demonstrate intermediate-level knowledge and use of various forms of formal and informal oral communication (e.g., dramatic interpretation, persuasive speaking, debate, oral reading).**

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**3. Demonstrate intermediate-level knowledge and use of public speaking techniques (e.g., eye contact, speaking from notes, vocal technique).**

- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the

- ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
  - LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

**4. Demonstrate intermediate-level knowledge and use of presentation aids for public speaking (e.g., music, posters, presentation software, photos, video clips).**

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

**5. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.**

- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**6. Analyze and evaluate one's own and others' formal and informal oral presentations.**

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts  
**Course Number:** 1007300  
**Course Title:** Speech I  
**Credit:** 1.0

**Will meet graduation requirement for Performing Fine Arts**

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental skills in formal and informal oral communication.

The content should include, but not be limited to, the following:

- formal and informal oral communication skills
- forms of oral communication
- techniques of public speaking
- research, organization, and writing for public speaking
  
- analysis of public speaking

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course may require students to participate in activities beyond the school day.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

**After successfully completing this course, the student will:**

**1. Demonstrate fundamental knowledge and use of formal and informal listening, viewing, and speaking skills.**

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues *used in nonprint media*, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

**2. Demonstrate fundamental knowledge and use of various forms of formal and informal oral communication (e.g., discussion, dramatic interpretation, persuasive speaking).**

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**3. Demonstrate fundamental knowledge and use of public speaking techniques (e.g., eye**

**contact, speaking from notes).**

- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

**4. Demonstrate fundamental knowledge and use of presentation aids for public speaking (e.g., music, posters, presentation software, photos, video clips).**

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

**5. Demonstrate use of research, organization, and writing skills to support selected topics and points of view.**

- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**6. Analyze one's own and others' formal and informal oral presentations.**

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze

and evaluate nonprint media messages.



Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts  
**Course Number:** 1006375  
**Course Title:** Social Media I  
**Credit:** 0.5

Will meet graduation requirement for elective credit.

- A. Major Concepts/Content.** The purpose of this course is to enable students to safely use a variety of social media tools for diverse academic and social purposes.

The content should include, but not be limited to, the following:

- define and apply the various elements of digital citizenship
- define social media and describe how it has changed over time
- use problem solving, communication, and research skills in social media contexts
- use reading strategies to obtain and analyze information from a variety of informational sites.
- use the writing process to communicate information and ideas in a social media environment
- compare and contrast various formats of social media to include their advantages and disadvantages
- describe interpersonal relationships in professional environments through the use of multimedia and electronic tools
- discuss how social media influences individuals and our local, national, and global society
- apply safety strategies in an online environment
- demonstrate how individuals and organizations can use social media to market themselves and products
- develop a product and provide constructive feedback using collaboration skills

- B. Course Requirements.** These requirements include, but are not limited to the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addresses by other requirements as appropriate.

**After successfully completing this course, the student will:**

- HE.912.C.2.5 Evaluate the effect of media on personal and family health.
- LA.910.1.7.2 The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.910.1.7.4 The student will identify cause-and-effect relationships in text.
- LA.910.1.7.7 The student will compare and contrast elements in multiple texts.
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).
- LA.910.3.5.1 The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia).
- LA.910.6.2.4 The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
- LA.910.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles.
- LA.6.3.3 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles.
- LA.910.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology).
- LA.910.6.4.2 The student will routinely use digital tools for publication, communication and productivity.
- LACC.910.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- LACC.910.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- LACC.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- LACC.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LACC.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LACC.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- LACC.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LACC.910.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- LACC.910.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts

**Course Number:** 1006370

**Course Title:** Mass Media IV

**Credit:** 1.0

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced skills in the production of various mass media, with emphasis on critical analysis.

The content should include, but not be limited to, the following:

- current mass media as models for production
- ethics and responsibilities in mass media
- production of mass media
- analysis and evaluation of various mass media
- analysis of programming
- marketing
- careers and entrepreneurship in mass media
- trends and innovations

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must

reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Select and use current mass media as models for original productions.**

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**2. Demonstrate understanding of the ethics and responsibilities of mass media production.**

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

**3. Produce projects or products in various media formats (e.g., radio, television, CD, DVD, film, print, website) using appropriate speaking, writing, and presentation skills.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;

- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

#### **4. Analyze and evaluate various mass media programs and programming.**

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**5. Conduct a critical analysis of a mass media product, including its impact on society, education, politics, and/or history.**

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 a nalyze the relationships among author's style, literary form, and intended impact on the reader.

**7. Demonstrate knowledge of the skills required for marketing a mass media project or product.**

**8. Demonstrate knowledge of various careers in mass media, including entrepreneurial opportunities, and the knowledge, skills, and resources required for success.**

**9. Demonstrate knowledge of trends and innovations in mass media.**

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts  
**Course Number:** 1006360  
**Course Title:** Mass Media III  
**Credit:** 1.0

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills in the production of various mass media, with emphasis on critical analysis.

The content should include, but not be limited to, the following:

- current mass media as models for production
- ethics and responsibilities in mass media
- production of mass media
- analysis and evaluation of various mass media
- analysis of programming
- marketing
- careers and entrepreneurship in mass media
- trends and innovations

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.



Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Select and use current mass media as models for original productions.**

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**2. Demonstrate understanding of the ethics and responsibilities of mass media production.**

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

**3. Produce projects or products in various media formats (e.g., radio, television, CD, DVD, film, print, website) using appropriate speaking, writing, and presentation skills.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;

- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

#### **4. Analyze and evaluate various mass media programs and programming.**

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**5. Conduct a critical analysis of a mass media product, including its impact on society, education, politics, and/or history.**

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

**6. Demonstrate awareness of the skills required for marketing a mass media project or product.**

**7. Demonstrate awareness of various careers in mass media, including entrepreneurial opportunities, and the knowledge, skills, and resources required for success.**

**8. Demonstrate awareness of trends and innovations in mass media.**

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts **Course Number:**

1006350 **Course Title:** Mass Media II **Credit:** 1.0

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills in the production of various mass media.

The content should include, but not be limited to, the following:

- various types and purposes of mass media
- ethics and responsibilities in mass media
- philosophy and impact of various programs
- production of mass media
- analysis of mass media
- impact of mass media on history, culture, and politics

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the

benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

**1. Demonstrate knowledge of various types of mass media and determine purposes (i.e., information, entertainment, education, and persuasion).**

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

**2. Demonstrate knowledge of the ethics and responsibilities of mass media production.**

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

**3. Demonstrate knowledge of the philosophy, need, and impact of various types of programming (e.g., commercial, artistic, public service).**

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

**4. Produce projects or products in various media formats (e.g., radio, television, CD, DVD, film, print, website) using appropriate speaking, writing, and presentation skills.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication. LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium. LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

## **5. Conduct a critical analysis of various mass media programs and**

**programming.**

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**6. Demonstrate knowledge of the impact of mass media on history, culture, and politics.**

- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:**

1006340 **Course Title:** Mass Media I

**Credit:** 1.0

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental skills in the production of various mass media.

The content should include, but not be limited to, the following:

- various types and purposes of mass media
- ethics and responsibilities in mass media
- philosophy and impact of various programs
- production of mass media
- analysis of mass media
- impact of mass media on history, culture, and politics

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks



correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

**1. Demonstrate awareness of various types of mass media and determine purposes (i.e., information, entertainment, education, and persuasion).**

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

**2. Demonstrate awareness of the ethics and responsibilities of mass media production.**

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

**3. Demonstrate awareness of the philosophy, need, and impact of various types of programming (e.g., commercial, artistic, public service).**

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

**4. Produce projects or products in various media formats (e.g., radio, television, CD, DVD, film, print, website) using appropriate speaking, writing, and presentation skills.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

**5. Conduct a critical analysis of various mass media projects and products.**

LA.A.2.4.1 determine the main idea and identify relevant details, methods of

development, and their effectiveness in a variety of types of written material.

LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**6. Demonstrate awareness of the impact of mass media on history, culture, and politics.**

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

# Course: 1006334 Journalism 8 Honors

## BASIC INFORMATION

<b>Course Title:</b>	Journalism 8
<b>Course Number:</b>	1006334
<b>Course Abbreviated Title:</b>	JOURN 8 Hon
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">Media</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
	<p><b>Course Description:</b> The purpose of this course is to enable students to develop professional quality of journalism across print, multimedia, web, and broadcast/radio platforms. Submissions to school and other print and digital journalism networks are expected.</p> <ul style="list-style-type: none"><li>· Demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;</li><li>· Demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;</li><li>· Using highly advanced writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;</li><li>· Using highly advanced research skills and networking formats.</li></ul>

## **Reading Informational Text**

### **LACC.1112.RI.1. Key Ideas and Details**

LACC.1112.RI.1.2 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.1112.RI.1.3 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LACC.1112.RI.1.4 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### **LACC.1112.RI.3. Integration of Knowledge and Ideas**

LACC.1112.RI.3.8 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LACC.1112.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

LA.1112.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text).

## **Writing**

### **LA.CC.1112.W.1 Text Types and Purposes**

LACC.1112.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.1112.W.1.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LACC.1112.W.1.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LACC.1112.W.1.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.1112.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.1112.W.1.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.1112.W.1.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LACC.1112.W.1.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LACC.1112.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LACC.1112.W.1.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LACC.1112.W.1.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LACC.1112.W.1.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **LACC.1112.W.2 Production and Distribution of Writing**

LACC.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.1112.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **LACC.1112.W.3 Research to Build and Present Knowledge**

LACC.1112.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LACC.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LACC.1112.W.3.9.a Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

LACC.1112.W.3.9.b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

### **LACC.1112.W.4 Range of Writing**

LACC.1112.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA. 1112.3.5.2 The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs).

LA. 1112. 6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

LA.1112.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles.

LA.1112.4.2.4 The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email).

LA.1112.4.2.6 The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).

## **Speaking and Listening**

### **LACC.1112.SL.1 Comprehension and Collaboration**

LACC.1112.SL.1.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LACC.1112.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LACC.1112.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### **LACC.1112.SL.2 Presentation of Knowledge and Ideas**

LACC.1112.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LACC.1112.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## **Language**

### **LACC 1112.L.1 Conventions of Standard English**

LACC.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.1112.L.1.1.a Use parallel structure.

LACC.1112.L.1.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LACC.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **LACC.1112.L.2 Knowledge of Language**

LACC.1112.L.2.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LACC.1112.L.2.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**LACC.1112.L.3 Vocabulary Acquisition and Use**

LACC.1112.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LACC.1112.L.3.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

LACC.1112.L.3.5.b Analyze nuances in the meaning of words with similar denotations.

LACC.1112.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LA.1112.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., *ad hoc*, *post facto*, *RSVP*).

LA.1112.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.

**LACC.1112.1 Reading Standards for History/Social Studies**

LACC.1112.1.1. R.H/S Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.1112.1.2. R.H/S Determine the central idea or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LACC.1112.1.3. R.H/S. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Visual Arts**

VA.912.H.1.5 Investigate the use of technology and media design to reflect creative trends in visual culture.

VA.912.H.2.1 Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

VA.912.F.2.1 Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.

VA.912.F.3.4 Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

VA.912.F.3.7 Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.

VA.912.F.3.8 Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.

VA.912.F.3.11 Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.



VA.912.F.3.12 Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

# Course: 1006333 Journalism 7 Honors

## BASIC INFORMATION

<b>Course Title:</b>	Journalism 7
<b>Course Number:</b>	1006333
<b>Course Abbreviated Title:</b>	JOURN 7 Hon
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">Media</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
	<p><b>Course Description:</b> The purpose of this course is to enable students to develop professional quality journalism across print, multimedia, web, and broadcast/radio platforms. Publication in school print and digital journalism networks is expected.</p> <ul style="list-style-type: none"> <li>· Demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;</li> <li>· Demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;</li> <li>· Using highly advanced writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;</li> <li>· Using highly advanced research skills and networking formats.</li> </ul>

## **Reading Informational Text**

### **LACC.1112.RI.1. Key Ideas and Details**

LACC.1112.RI.1.2 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.1112.RI.1.3 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LACC.1112.RI.1.4 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### **LACC.1112.RI.3. Integration of Knowledge and Ideas**

LACC.1112.RI.3.8 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LACC.1112.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

LA.1112.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text).

## **Writing**

### **LA.CC.1112.W.1 Text Types and Purposes**

LACC.1112.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.1112.W.1.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LACC.1112.W.1.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LACC.1112.W.1.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.1112.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.1112.W.1.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.1112.W.1.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LACC.1112.W.1.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LACC.1112.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LACC.1112.W.1.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LACC.1112.W.1.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LACC.1112.W.1.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **LACC.1112.W.2 Production and Distribution of Writing**

LACC.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.1112.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **LACC.1112.W.3 Research to Build and Present Knowledge**

LACC.1112.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LACC.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LACC.1112.W.3.9.a Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

LACC.1112.W.3.9.b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

### **LACC.1112.W.4 Range of Writing**

LACC.1112.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA. 1112.3.5.2 The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs).

LA. 1112. 6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

LA.1112.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles.

LA.1112.4.2.4 The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email).

LA.1112.4.2.6 The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).

## **Speaking and Listening**

### **LACC.1112.SL.1 Comprehension and Collaboration**

LACC.1112.SL.1.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LACC.1112.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LACC.1112.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### **LACC.1112.SL.2 Presentation of Knowledge and Ideas**

LACC.1112.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LACC.1112.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## **Language**

### **LACC 1112.L.1 Conventions of Standard English**

LACC.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.1112.L.1.1.a Use parallel structure.

LACC.1112.L.1.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LACC.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **LACC.1112.L.2 Knowledge of Language**

LACC.1112.L.2.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LACC.1112.L.2.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**LACC.1112.L.3 Vocabulary Acquisition and Use**

LACC.1112.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LACC.1112.L.3.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

LACC.1112.L.3.5.b Analyze nuances in the meaning of words with similar denotations.

LACC.1112.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LA.1112.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., *ad hoc*, *post facto*, *RSVP*).

LA.1112.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.

**LACC.1112.1 Reading Standards for History/Social Studies**

LACC.1112.1.1. R.H/S Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.1112.1.2. R.H/S Determine the central idea or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LACC.1112.1.3. R.H/S. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Visual Arts**

VA.912.H.1.5 Investigate the use of technology and media design to reflect creative trends in visual culture.

VA.912.H.2.1 Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

VA.912.F.2.1 Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.

VA.912.F.3.4 Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

VA.912.F.3.7 Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.

VA.912.F.3.8 Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.

VA.912.F.3.11 Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.

VA.912.F.3.12 Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

# Course: 1006332 Journalism 6 Honors

## BASIC INFORMATION

<b>Course Title:</b>	Journalism 6
<b>Course Number:</b>	1006332
<b>Course Abbreviated Title:</b>	JOURN 6 Hon
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">Media</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
	<p><b>Course Description:</b> The purpose of this course is to enable students to develop high level journalism across print, multimedia, web, and broadcast/radio platforms. Submissions to school and other highly respected print and digital outlets are expected.</p> <ul style="list-style-type: none"><li>· Demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;</li><li>· Demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;</li><li>· Using highly advanced writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;</li><li>· Using highly advanced research skills and networking formats.</li></ul>



## **Reading Informational Text**

### **LACC.910.RI.1. Key Ideas and Details**

LACC.910.RI.1.2 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.910.RI.1.3 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LACC.910.RI.1.4 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### **LACC.910.RI.3. Integration of Knowledge and Ideas**

LACC.910.RI.3.8 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LACC.910.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

LA.910.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text).

## **Writing**

### **LA.CC.910.W.1 Text Types and Purposes**

LACC.910.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.910.W.1.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LACC.910.W.1.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.W.1.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.910.W.1.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.910.W.1.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LACC.910.W.1.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LACC.910.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LACC.910.W.1.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LACC.910.W.1.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LACC.910.W.1.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **LACC.910.W.2 Production and Distribution of Writing**

LACC.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.910.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **LACC.910.W.3 Research to Build and Present Knowledge**

LACC.910.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.910.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LACC.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LACC.910.W.3.9.a Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

LACC.910.W.3.9.b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

### **LACC.910.W.4 Range of Writing**

LACC.910.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA. 910.3.5.2 The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs).

LA. 910. 6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

LA.910.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles.

LA.910.4.2.4 The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email).

LA.910.4.2.6 The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).

## **Speaking and Listening**

### **LACC.910.SL.1 Comprehension and Collaboration**

LACC.910.SL.1.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LACC.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LACC.910.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### **LACC.910.SL.2 Presentation of Knowledge and Ideas**

LACC.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LACC.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## **Language**

### **LACC 910.L.1 Conventions of Standard English**

LACC.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.910.L.1.1.a Use parallel structure.

LACC.910.L.1.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LACC.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **LACC.910.L.2 Knowledge of Language**

LACC.910.L.2.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LACC.910.L.2.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**LACC.910.L.3 Vocabulary Acquisition and Use**

LACC.910.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LACC.910.L.3.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

LACC.910.L.3.5.b Analyze nuances in the meaning of words with similar denotations.

LACC.910.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., *ad hoc*, *post facto*, *RSVP*).

LA.910.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.

**LACC.910.1 Reading Standards for History/Social Studies**

LACC.910.1.1. R.H/S Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.1.2. R.H/S Determine the central idea or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LACC.910.1.3. R.H/S. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Visual Arts**

VA.912.H.1.5 Investigate the use of technology and media design to reflect creative trends in visual culture.

VA.912.H.2.1 Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

VA.912.F.2.1 Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.

VA.912.F.3.4 Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

VA.912.F.3.7 Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.

VA.912.F.3.8 Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.

VA.912.F.3.11 Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.

VA.912.F.3.12 Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

# Course: 1006331 Journalism 5 Honors

## BASIC INFORMATION

<b>Course Title:</b>	Journalism 5
<b>Course Number:</b>	1006331
<b>Course Abbreviated Title:</b>	JOURN 5
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">Media</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved

**Course Description:** The purpose of this course is to enable students to begin to develop high level skills in journalism across print, multimedia, web, and broadcast/radio platforms.

**General Notes:** The content should include, but not be limited to, the following:

- Demonstrating high-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- Demonstrating high-level skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- Using advanced writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using advanced research skills and networking formats.

### Reading Informational Text

LACC.910.RI1.1. Key Ideas and Details

LACC.910.RI.1.2 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.910.RI.1.3 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LACC.910.RI.1.4 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>LACC.910.RI.3. Integration of Knowledge and Ideas</b>
LACC.910.RI.3.8 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
LACC.910.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LA.910.2.2.4 The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text).
<b>Writing</b>
<b>LA.CC.910.W.1 Text Types and Purposes</b>
LACC.910.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LACC.910.W.1.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
LACC.910.W.1.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
LACC.910.W.1.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LACC.910.W.1.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.W.1.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LACC.910.W.1.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LACC.910.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LACC.910.W.1.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LACC.910.W.1.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LACC.910.W.1.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>LACC.910.W.2 Production and Distribution of Writing</b>
LACC.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.W.3 Research to Build and Present Knowledge</b>
LACC.910.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
LACC.910.W.3.9.a Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
LACC.910.W.3.9.b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
<b>LACC.910.W.4 Range of Writing</b>
LACC.910.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA. 910.3.5.2 The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs).
LA. 910. 6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
LA.910.6.3.2 The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles.
LA.910.4.2.4 The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email).
LA.910.4.2.6 The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).



## **Speaking and Listening**

### **LACC.910.SL.1 Comprehension and Collaboration**

LACC.910.SL.1.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LACC.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LACC.910.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### **LACC.910.SL.2 Presentation of Knowledge and Ideas**

LACC.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LACC.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## **Language**

### **LACC 910.L.1 Conventions of Standard English**

LACC.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.910.L.1.1.a Use parallel structure.

LACC.910.L.1.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LACC.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **LACC.910.L.2 Knowledge of Language**

LACC.910.L.2.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LACC.910.L.2.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

### **LACC.910.L.3 Vocabulary Acquisition and Use**

LACC.910.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LACC.910.L.3.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

LACC.910.L.3.5.b Analyze nuances in the meaning of words with similar denotations.

LACC.910.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., *ad hoc*, *post facto*, *RSVP*).

LA.910.3.4.5 The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.

### **LACC.910.1 Reading Standards for History/Social Studies**

LACC.910.1.1. R.H/S Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.1.2. R.H/S Determine the central idea or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LACC.910.1.3. R.H/S. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **Visual Arts**

VA.912.H.1.5 Investigate the use of technology and media design to reflect creative trends in visual culture.

VA.912.H.2.1 Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

VA.912.F.2.1 Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.

VA.912.F.3.4 Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

VA.912.F.3.7 Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.

VA.912.F.3.8 Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.

VA.912.F.3.11 Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.

VA.912.F.3.12 Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.



**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:**

1006330 **Course Title:** Journalism IV

**Credit:** 1.0

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop advanced skills in the production of print or electronic journalistic media. Emphasis will be on ethics and critical analysis.

The content should include, but not be limited to, the following:

- writing processes -production skills for varied media -history and ethics of journalism
- applications and issues in photojournalism -organization and management techniques
- technology for research, production, and dissemination -analysis and evaluation of journalistic media
- careers in journalism

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** Hands-on activities are integral to this course. This course generally requires students to participate in activities beyond the school day.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks

correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate advanced skills in the use of the writing process for varied journalistic media.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for correct spelling;

- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

**2. Demonstrate advanced use of planning and production skills for varied mass communications documents or electronic media, incorporating all essential elements (e.g., desktop publishing, graphic design, typography, audio-visual effects).**

- LA.B.2.4.2 organize information using appropriate systems.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**3. Demonstrate understanding of the history and evolution of journalism and the responsible and ethical use of information (e.g., First Amendment, copyright, intellectual freedom).**

- LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

**4. Demonstrate understanding of ethical issues (e.g., manipulation, misrepresentation, fraud) when addressing social, cultural, and political issues through print and nonprint photojournalism.**

- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

**5. Demonstrate advanced use of leadership skills related to production of journalistic media (e.g., team building, time management, planning, finances, problem solving, roles and responsibilities of personnel).**

- AT.1.1.4.2 create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the work place.
- AT.2.1.4.2 analyze the managerial skills necessary for decision making in different work-related situations.
- AT.3.1.4.1 develop a budget, financial plan, and cash flow projections for a team project.

- AT.6.1.4.2 assign tasks, coordinate work, and motivate peers at school, work, and sports or other social settings.
- AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings across diverse populations.
- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

**6. Demonstrate advanced use of technology for research, production, and dissemination of journalistic media.**

- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**7. Analyze and evaluate varied journalistic documents or electronic media.**

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in *oral* messages.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

**8. Demonstrate understanding of varied careers in journalism through participation in related activities (e.g., portfolio development, work experience, internship).**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:**

1006320 **Course Title:** Journalism III

**Credit:** 1.0

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to develop intermediate-level skills in the production of print or electronic journalistic media. Emphasis will be on ethics and critical analysis.

The content should include, but not be limited to, the following:

- writing processes -production skills for varied media -history and ethics of journalism
- applications and issues in photojournalism -organization and management techniques
- technology for research, production, and dissemination -analysis and evaluation of journalistic media
- careers in journalism

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** Hands-on activities are integral to this course. This course generally requires students to participate in activities beyond the school day.



**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate intermediate-level skills in the use of the writing process for varied journalistic media.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage,

punctuation, and spelling. LA.B.1.4.3 produce final documents that have been edited for correct spelling;

- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and

- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

**2. Demonstrate intermediate-level use of planning and production skills for varied mass communications documents or electronic media, incorporating all essential elements (e.g., desktop publishing, graphic design, typography, audio-visual effects).**

LA.B.2.4.2 organize information using appropriate systems.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**3. Demonstrate knowledge of the history and evolution of journalism and the responsible and ethical use of information (e.g., First Amendment, copyright, intellectual freedom).**

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

**4. Demonstrate knowledge of ethical issues (e.g., manipulation, misrepresentation, fraud) when addressing social, cultural, and political issues through print and nonprint photojournalism.**

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

**5. Demonstrate intermediate-level use of leadership skills related to production of journalistic media (e.g., team building, time management, planning, finances, problem solving, roles and responsibilities of personnel).**

AT.1.1.4.2 create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the work place.

AT.2.1.4.2 analyze the managerial skills necessary for decision making in different

work-related situations.

AT.3.1.4.1 develop a budget, financial plan, and cash flow projections for a team project.

AT.6.1.4.2 assign tasks, coordinate work, and motivate peers at school, work, and sports or other social settings.

AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings across diverse populations.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

**6. Demonstrate intermediate-level use of technology for research, production, and dissemination of journalistic media.**

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**7. Analyze and evaluate varied journalistic documents or electronic media.**

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.C.1.4.4 identify bias, prejudice, or propaganda in *oral* messages.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

**8. Demonstrate knowledge of varied careers in journalism through participation in related activities (e.g., portfolio development, work experience, internship).**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:**

1006310 **Course Title:** Journalism II

**Credit:** 1.0

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills in the production of print or electronic journalistic media.

The content should include, but not be limited to, the following:

-writing processes

-production skills for varied media -history and ethics of journalism -applications and issues in photojournalism

-organization and management techniques -technology for research, production, and dissemination

-analysis and evaluation of journalistic media -careers in journalism

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** Hands-on activities are integral to this course. This course generally requires students to participate in activities beyond the school day.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate basic skills in the use of the writing process for varied journalistic media.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage,

punctuation, and spelling. LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

**2. Demonstrate basic use of production skills (e.g., layout design, ad design, storyboarding) for varied mass communication documents or electronic media.**

LA.B.2.4.2 organize information using appropriate systems.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**3. Demonstrate knowledge of the history and evolution of journalism and the responsible and ethical use of information (e.g., First Amendment, copyright, intellectual freedom).**

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

**4. Demonstrate knowledge of ethical issues (e.g., manipulation, misrepresentation, fraud) when addressing social, cultural, and political issues through print and nonprint photojournalism.**

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

**5. Demonstrate basic use of organization and management techniques related to production of journalistic media (e.g., team building, leadership, business skills, time management, task organization).**

AT.1.1.4.2 create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the work place.

AT.2.1.4.2 analyze the managerial skills necessary for decision making in different work-related situations.

AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings across diverse populations.

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**6. Demonstrate basic use of technology for research, production, and dissemination of journalistic media.**

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**7. Analyze and evaluate varied journalistic documents or electronic media.**

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in *oral* messages.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

**8. Demonstrate knowledge of varied careers in journalism through participation in related activities (e.g., role playing, conducting an interview, writing an editorial, selling ads, taking photos).**



## Florida Department of Education

## COURSE DESCRIPTION - GRADES 9-12

**Subject Area:** Language Arts

**Course Number:** 1005365

**Course Title:** Literature in the Media Honors

**Credit:** 1.0

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content:** The purpose of this course is to enable students to develop knowledge of the narrative parallels between traditional (printed) literary texts and non-traditional (multi-media) texts. The content should include, but not be limited to, the following:

- Representative works of literature and related multi-media
- Reading, listening, and viewing to construct meaning
- Elements of literature
- Elements of specific multi-media (e.g., film, television, cartoons, graphic novels, advertisements, commercials)
- Literary characteristics reflective of cultural context
- Expression of ideas and beliefs in literary texts
- Critical and aesthetic responses
- Personal and social benefits

**B. Special Note:** Literature in the Media should be considered independent courses with neither prerequisite to the other.

**C. Course Requirements:** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. The portions printed in italic type are not required for this course.

After successfully completing this course, the student will:

**1. Demonstrate use of effective reading, listening, and viewing strategies to construct meaning from a range of related traditional and non traditional literary texts.**

- LA.A.1.4.4 Apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 Determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 Determine the author's purpose and point of view and their effects on the text.
- LA.C.1.4.1 Select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.2 Describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.4 Identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 Determine main concept and supporting details in order to analyze and evaluate non-print media messages.
- LA.C.3.4.1 Use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 Select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- LA.C.3.4.3 Use details, illustrations, analogies, and visuals aids to make oral presentations that inform, persuade, or entertain.

**2. Demonstrate knowledge of varied literary elements (e.g., theme, plot, setting, point of view, symbolism, character development) in the texts studied.**

- LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.
- LA.E.1.4.1 Identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 Identify universal themes prevalent in the literature of all cultures.

- LA.E.2.4.2 Understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- TH.A.3.4.1 Use scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.
- TH.B.1.4.1 Understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.
- VA.A.1.4.3 Know how the elements of art and the principles of design can be used to solve specific art problems.
- VA.A.1.4.4 Use effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three dimensional works of art.
- VA.B.1.4.2 Understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

**3. Identify the basic elements of traditional storytelling and apply them to non-traditional texts by creating a non-traditional adaptation of a traditional literary text.**

- TH.A.3.4.1 Use scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.
- TH.B.1.4.1 Understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.
- LA.B.1.4.1 Select and use appropriate pre-writing strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.2.4.2 Organize information using appropriate systems.
- LA.B.2.4.3 Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- LA.C.3.4.3 Use details, illustrations, analogies, and visual aids to make oral (written/visual) presentations that inform, persuade, or entertain.
- VA.A.1.4.1 Use two-dimensional and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, or imagination.

**4. Identify characteristics in traditional and non-traditional literary texts reflect their historical and cultural contexts in the periods studied.**

- LA.E.1.4.2 Understand why certain literary works are considered classics.
- MU.E.1.4.2 Understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- TH.C.1.4.1 Understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).
- VA.C.1.4.1 Understand how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of media texts.
- VA.C.1.4.2 Understand how recognized artists representing a variety of media recorded, affected, or influenced change in a historical, cultural, or religious context.

**5. Demonstrate understanding of traditional and non-traditional literacy texts as vehicles for expression of varied ideas and beliefs.**

- LA.D.1.4.1 Apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2.4.1 Understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.
- VA.B.1.4.2 Understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

**6. Compare and contrast varied aspects of selected exemplars of traditional and non-traditional literacy texts (e.g., characteristics, style, historical context).**

- LA.E.1.4.5 Understands the different stylistic, thematic, and technical qualities present in the literature and media of different cultures and historical periods.
- LA.E.2.4.5 Analyze the relationships among author's style, literary form, and intended impact on the reader.
- MU.C.1.4.1 Describe and classify unfamiliar music according to style, period, composer, culture, or performer.

**7. Respond critically and aesthetically to selected exemplars of traditional and non-traditional literary texts using analytical vocabulary in verbal and written form**

**effectively through the critique process.**

- LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.
- LA.E.2.4.3 Analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 Understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.6 Recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 Examine a literary selection from several critical perspectives.
- LA.E.2.4.8 Know that people respond differently to texts based on their background knowledge, purpose, and point of view.
- MU.D.1.4.3 Understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
- VA.B.1.4.3 Understand some of the implications of intentions and purposes in particular works of art.
- VA.C.1.4.1 Understand how society, cultural, ecological, economic, religious and political conditions influence the function, meaning, and execution of works of art.
- VA.C.1.4.2 Understand how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.
- VA.D.1.4.1 Understand and determine the differences between the artist's intent and public interpretation through evaluative criteria and judgment.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts

**Course Number:** 1005360

**Course Title:** Literature and the Arts II Honors

**Credit:** 0.5

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of representative works of literature and related visual and performing arts from post-Renaissance through the modern era.

The content should include, but not be limited to, the following:

- representative works of literature and related arts
- reading, listening, and viewing to construct meaning
- elements of literature
- literary characteristics reflective of historical and cultural context -expression of ideas and beliefs in literature and the arts
- analysis of literature and the arts from varied literary periods
- critical and aesthetic response

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** 1005350 - Literature and the Arts I and 1005360 - Literature and the Arts II should be considered independent courses with neither prerequisite to the other.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

**After successfully completing this course, the student will:**

- 1. Demonstrate use of effective reading, listening, and viewing strategies to construct meaning from a range of representative literature and related visual and performing arts exemplars.**
  - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
  - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
  - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
  - LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
  
- 2. Demonstrate knowledge of varied elements (e.g., theme, plot, setting, point of view, symbolism, character development) in the literature studied.**
  - LA.E.1.4.1 identify the characteristics that distinguish literary forms.
  - LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
  - LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
  
- 3. Identify characteristics in literature and the visual and performing arts that reflect their historical and cultural contexts in the periods studied.**

- LA.E.1.4.2 understand why certain literary works are considered classics.
- MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.
- TH.C.1.4.1 understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).
- VA.C.1.4.1 understand how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art.
- VA.C.1.4.2 understand how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.

**4. Demonstrate understanding of literature and the visual and performing arts as vehicles for expression of varied ideas and beliefs in the periods studied.**

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- VA.B.1.4.2 understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

**5. Compare and contrast varied aspects of selected exemplars of literature and the visual and performing arts (e.g., characteristics, style, historical context) within and among the periods studied.**

- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- MU.C.1.4.1 describe and classify *unfamiliar* music according to style, period, *composer*, culture, or *performer*.

**6. Respond critically and aesthetically to selected exemplars of literature (e.g., fiction, nonfiction, poetry, drama) and the visual and performing arts.**

- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the



- reader's emotions in both fiction and nonfiction.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.
- MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
- VA.B.1.4.3 understand some of the implications of intentions and purposes in particular works of art.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts

**Course Number:** 1005350

**Course Title:** Literature and the Arts I Honors

**Credit:** 0.5

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
  
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of representative works of literature and related visual and performing arts from antiquity through the Renaissance.

The content should include, but not be limited to, the following:

- representative works of literature and related arts
- reading, listening, and viewing to construct meaning
- elements of literature
  
- literary characteristics reflective of historical and cultural context
- expression of ideas and beliefs in literature and the arts
- analysis of literature and the arts from varied literary periods
- critical and aesthetic response

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and

processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** 1005350 - Literature and the Arts I and 1005360 - Literature and the Arts II should be considered independent courses with neither prerequisite to the other.
- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

**After successfully completing this course, the student will:**

- 1. Demonstrate use of effective reading, listening, and viewing strategies to construct meaning from a range of representative literature and related visual and performing arts exemplars.**
  - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
  - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
  - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
  - LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
  
- 2. Demonstrate knowledge of varied elements (e.g., theme, plot, setting, point of view, symbolism, character development) in the literature studied.**
  - LA.E.1.4.1 identify the characteristics that distinguish literary forms.
  - LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
  - LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
  
- 3. Identify characteristics in literature and the visual and performing arts that**

**reflect their historical and cultural contexts in the periods studied.**

LA.E.1.4.2 understand why certain literary works are considered classics.

MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

TH.C.1.4.1 understand the cultural and historical influences on dramatic forms (e.g., theatre, *film*, and *television*).

VA.C.1.4.1 understand how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art.

VA.C.1.4.2 understand how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.

**4. Demonstrate understanding of literature and the visual and performing arts as vehicles for expression of varied ideas and beliefs in the periods studied.**

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

VA.B.1.4.2 understand that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

**5. Compare and contrast varied aspects of selected exemplars of literature and the visual and performing arts (e.g., characteristics, style, historical context) within and among the periods studied.**

LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

MU.C.1.4.1 describe and classify *unfamiliar* music according to style, period, *composer*, culture, or *performer*.

**6. Respond critically and aesthetically to selected exemplars of literature (e.g., fiction, nonfiction, poetry, drama) and the visual and performing arts.**

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to

share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.
- MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.
- VA.B.1.4.3 understand some of the implications of intentions and purposes in particular works of art.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:** 1005340 **Course Title:** Classical Literature

**Credit:** 0.5 **Will meet graduation requirements for English**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of classical literature through integrated educational experiences in the language arts strands. Emphasis will be on the literary influences on cultures and societies from ancient Greece to the Reformation, including humanity's search for values, a place in society, political and religious identity, and aesthetic expression.

The content should include, but not be limited to, the following:

- reading for meaning through varied texts
- elements of literature
- analysis of classical literature
- writing for varied purposes
- effective listening, speaking, and viewing strategies
- power and impact of language
- influence of history, culture, and setting on language

-critical and aesthetic response -research processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

**After successfully completing this course, the student will:**

**1. Demonstrate use of effective reading strategies to construct meaning from a range of representative classical literature and related topics.**

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, *including interpreting diagrams, graphs, and statistical illustrations.*

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

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**2. Demonstrate**

- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and

**knowledge of various elements of classical literature (e.g., theme, plot, setting, point of view, symbolism, character development).**

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

**3. Compare and contrast various aspects of works of classical literature (e.g., author, genre, style, historical and cultural context).**

- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.



**4. Demonstrate use of effective writing (e.g., mode, style, conventions of standard English) to communicate ideas and information relative to literature and related topics.**

LA.B.1.4.1 LA.B.1.4.2

LA.B.1.4.3

select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling. produce final documents that have been edited for
- correct spelling;

- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

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- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- 5. Select and**
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction
- demonstrate use of appropriate speaking, listening, and viewing skills to clarify and interpret meaning in formal and informal discussions and presentations relative to literature and related topics.**
- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations*.
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

**6. Select and demonstrate use of appropriate language for effective oral and written communication when responding to literature and related topics.**

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**7. Demonstrate understanding of the influence of history, culture, and setting on language in the literature studied.**

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

**8. Respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.**

LA.E.1.4.2 understand why certain literary works are considered classics.

LA.E.1.4.4 understand the characteristics of major types of drama.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**9. Demonstrate use of research and critical inquiry processes to prepare documents and oral presentations relative to literature and related topics.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts **Course Number:** 1005330 **Course Title:** Contemporary Literature

**Credit:** 0.5 **Will meet graduation requirements for English**

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of contemporary literature through integrated educational experiences in the language arts strands. Emphasis will be on works of major contemporary authors, representing various cultures, whose writings reflect the characteristics, problems, and themes of modern culture and society.

The content should include, but not be limited to, the following:

- reading for meaning through varied texts
- elements of literature
- analysis of contemporary literature
- writing for varied purposes
- effective listening, speaking, and viewing strategies
- power and impact of language -influence of history, culture, and setting on language

-critical and aesthetic response -research processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

**After successfully completing this course, the student will:**

**1. Demonstrate use of effective reading strategies to construct meaning from a range of representative contemporary literature and related topics.**

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, *including interpreting diagrams, graphs, and statistical illustrations.*

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

**2. Demonstrate knowledge of various elements of contemporary literature (e.g., theme, plot, setting, point of view, symbolism, character development).**

LA.E.1.4.1 identify the characteristics that distinguish literary forms.

LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

**3. Compare and contrast various aspects of works of contemporary literature (e.g., author, genre, style, historical and cultural context).**

LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.



**4. Demonstrate use of effective writing (e.g., mode, style, conventions of standard English) to communicate ideas and information relative to literature and related topics.**

LA.B.1.4.1 LA.B.1.4.2

LA.B.1.4.3

select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- • has few, if any, convention errors in mechanics, usage, punctuation, and spelling. produce final documents that have been edited for
- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;

- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

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**5. Select and**

LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

**demonstrate use of appropriate speaking, listening, and viewing skills to clarify and interpret meaning in formal and informal discussions and presentations relative to literature and related topics.**

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations.*

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

**6. Select and demonstrate use of appropriate language for effective oral and written communication when responding to literature and related topics.**

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**7. Demonstrate understanding of the influence of history, culture, and setting on language in the literature studied.**

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

**8. Respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.**

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.4 understand the characteristics of major types of drama.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**9. Demonstrate use of research and critical inquiry processes to prepare documents and oral presentations relative to literature and related topics.**

- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:** 1005320 **Course Title:** British Literature

**Credit:** 1.0 **Will meet graduation requirements for English**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of British literature through integrated educational experiences in the language arts strands. Emphasis will be on representative works of Great Britain from the Anglo-Saxon Period to the present, highlighting the major genres, themes, subjects, and historical influences associated with each literary period.

The content should include, but not be limited to, the following:

- reading for meaning through varied texts
- elements of literature -analysis of literature from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies
- power and impact of language
- influence of history, culture, and setting on language

-critical and aesthetic response -research processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

**After successfully completing this course, the student will:**

**1. Demonstrate use of effective reading strategies to construct meaning from a range of representative British literature and related topics.**

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, *including interpreting diagrams, graphs, and statistical illustrations.*

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

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- 2. Demonstrate**
- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
  - LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
  - LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
  - LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
  - LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
  - LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
  - LA.B.2.4.3 write fluently for a variety of occasions, audiences, and

**knowledge of various elements of British literature (e.g., theme, plot, setting, point of view, symbolism, character development).**

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

**3. Compare and contrast various aspects of works of British literature (e.g., author, genre, style, historical and cultural context).**

- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.



**4. Demonstrate use of effective writing (e.g., mode, style, conventions of standard English) to communicate ideas and information relative to literature and related topics.**

LA.B.1.4.1 LA.B.1.4.2

LA.B.1.4.3

select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- • has few, if any, convention errors in mechanics, usage, punctuation, and spelling. produce final documents that have been edited for
- correct spelling;

- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

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- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- 5. Select and**
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction
- demonstrate use of appropriate speaking, listening, and viewing skills to clarify and interpret meaning in formal and informal discussions and presentations relative to literature and related topics.**
- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations*.
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

**6. Select and demonstrate use of appropriate language for effective oral and written communication when responding to literature and related topics.**

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**7. Demonstrate understanding of the influence of history, culture, and setting on language in the literature studied.**

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

**8. Respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.**

LA.E.1.4.2 understand why certain literary works are considered classics.

LA.E.1.4.4 understand the characteristics of major types of drama.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**9. Demonstrate use of research and critical inquiry processes to prepare documents and oral presentations relative to literature and related topics.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:** 1005310 **Course Title:** American Literature

**Credit:** 1.0 **Will meet graduation requirements for English**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of American literature through integrated educational experiences in the language arts strands. Emphasis will be on representative American literature, with its varied cultural influences, from the Colonial Period to the present, highlighting the major genres, themes, subjects, and historical influences associated with each literary period.

The content should include, but not be limited to, the following:

- reading for meaning through varied texts
- elements of literature -analysis of literature from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies
- power and impact of language
- influence of history, culture, and setting on language

-critical and aesthetic response -research processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

**After successfully completing this course, the student will:**

**1. Demonstrate use of effective reading strategies to construct meaning from a range of representative American literature and related topics.**

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, *including interpreting diagrams, graphs, and statistical illustrations.*

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

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**2. Demonstrate**

- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and

**knowledge of various elements of American literature (e.g., theme, plot, setting, point of view, symbolism, character development).**

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

**3. Compare and contrast various aspects of works of American literature (e.g., author, genre, style, historical and cultural context).**

- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.



**4. Demonstrate use of effective writing (e.g., mode, style, conventions of standard English) to communicate ideas and information relative to literature and related topics.**

LA.B.1.4.1 LA.B.1.4.2

LA.B.1.4.3

select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- • has few, if any, convention errors in mechanics, usage, punctuation, and spelling. produce final documents that have been edited for
- correct spelling;

- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

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- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- 5. Select and**
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction
- demonstrate use of appropriate speaking, listening, and viewing skills to clarify and interpret meaning in formal and informal discussions and presentations relative to literature and related topics.**
- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations*.
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

**6. Select and demonstrate use of appropriate language for effective oral and written communication when responding to literature and related topics.**

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**7. Demonstrate understanding of the influence of history, culture, and setting on language in the literature studied.**

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

**8. Respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.**

LA.E.1.4.2 understand why certain literary works are considered classics.

LA.E.1.4.4 understand the characteristics of major types of drama.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**9. Demonstrate use of research and critical inquiry processes to prepare documents and oral presentations relative to literature and related topics.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:**

1005300 **Course Title:** World Literature

**Credit:** 1.0 **Will meet graduation requirements for English**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of world literature through integrated educational experiences in the language arts strands. Emphasis will be on representative literature of various cultures and world literary movements from ancient times to the present, including fiction, nonfiction, poetry, and drama chosen on the basis of relationships to contemporary cultural, social, and literary ideas and concerns.

The content should include, but not be limited to, the following:

- reading for meaning through varied texts
- elements of literature -analysis of literature from varied cultures and literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies
- power and impact of language
- influence of history, culture, and setting on language

-critical and aesthetic response -research processes

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.**

**After successfully completing this course, the student will:**

**1. Demonstrate use of effective reading strategies to construct meaning from a range of representative world literature and related topics.**

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, *including interpreting diagrams, graphs, and statistical illustrations.*

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

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**2. Demonstrate**

- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and

**knowledge of various elements of world literature (e.g., theme, plot, setting, point of view, symbolism, character development).**

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

**3. Compare and contrast various aspects of works of world literature (e.g., author, genre, style, historical and cultural context).**

- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.



**4. Demonstrate use of effective writing (e.g., mode, style, conventions of standard English) to communicate ideas and information relative to literature and related topics.**

LA.B.1.4.1 LA.B.1.4.2

LA.B.1.4.3

select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- • has few, if any, convention errors in mechanics, usage, punctuation, and spelling. produce final documents that have been edited for
- correct spelling;

- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

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- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- 5. Select and**
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction
- demonstrate use of appropriate speaking, listening, and viewing skills to clarify and interpret meaning in formal and informal discussions and presentations relative to literature and related topics.**
- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, *and taking action in career-related situations*.
- LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
- LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

**6. Select and demonstrate use of appropriate language for effective oral and written communication when responding to literature and related topics.**

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**7. Demonstrate understanding of the influence of history, culture, and setting on language in the literature studied.**

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

**8. Respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.**

LA.E.1.4.2 understand why certain literary works are considered classics.

LA.E.1.4.4 understand the characteristics of major types of drama.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**9. Demonstrate use of research and critical inquiry processes to prepare documents and oral presentations relative to literature and related topics.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts

**Course Number:** 1004300

**Course Title:** Semantics and Logic

**Credit:** 0.5

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to acquire knowledge of the principles of semantics and logic and apply them through integrated educational experiences in the language arts strands.

The content should include, but not be limited to, the following:

- fact and opinion -common logical fallacies -techniques of persuasion
- inductive and deductive reasoning -logical processes
- semantic concepts of language -power of language
- analysis of literary and informational texts -critical and aesthetic response

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate knowledge of the distinction between fact and opinion.**

LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

**1. Identify and analyze common logical fallacies.**

**2. Recognize, analyze, and demonstrate common techniques of persuasion.**

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

**1. Demonstrate use of varied forms of inductive and deductive reasoning.**

**2. Analyze and use principles of logic in oral and written language.**

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.2.4.2 organize information using appropriate systems.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

**6. Recognize and use major semantic concepts of language (e.g., connotation, sensory and figurative language) in a range of literary, informational, and technical texts.**

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.



**7. Demonstrate understanding of the power of language as it impacts readers, writers, listeners, and speakers.**

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain. LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

**8. Respond critically and aesthetically to literary and informational text through spoken and written communication.**

LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

# Course: 1002525 English 4 Through ESOL for Credit Recovery

## BASIC INFORMATION

<b>Course Number:</b>	1002525
<b>Course Title:</b>	English 4 Through ESOL for Credit Recovery
<b>Course Abbreviated Title:</b>	English 4 Through ESOL for CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> English »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>Course Note:</b>	<i>Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.</i>

<b>Course Description</b>	<p>The purpose of this course is to provide non-English speaking students integrated language arts study in reading, writing, speaking, listening, language, and literature. As the student's English proficiency progresses, the English Language Learner (ELL) should be placed in a traditional English/Language Arts course.</p> <p>General Notes:</p> <p>The content must be made comprehensible to ELLs and include, but not limited to the following:</p> <ul style="list-style-type: none"><li>• constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>• reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>• using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>• listening purposefully to a variety of speakers and messages in both formal and informal contexts</li><li>• speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li><li>• understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity building vocabulary by activating background knowledge through prior experiences,</li><li>• acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that history, culture, and setting influence language</li><li>• employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively, and</li><li>• exploiting the relationship between oralcy and literacy development.</li></ul>

## STANDARDS (81)

<a href="#"><u>LA.1112.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.1112.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a

	variety of text and understand how they affect meaning;
<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.1112.2.1.3:</u></a>	The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
<a href="#"><u>LA.1112.2.1.4:</u></a>	The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;

<a href="#"><u>LA.1112.2.1.5:</u></a>	The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
<a href="#"><u>LA.1112.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate

	nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.1112.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.1112.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.1112.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
<a href="#"><u>LA.1112.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.1112.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.1112.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and

<a href="#"><u>LA.1112.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.1112.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.1112.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.1112.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
<a href="#"><u>LA.1112.3.4.4:</u></a>	The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
<a href="#"><u>LA.1112.3.4.5:</u></a>	The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
<a href="#"><u>LA.1112.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.1112.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.1112.3.5.3:</u></a>	Sharing with others, or submitting for publication.
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and



	reliability of these sources and attributing sources of information;
<a href="#">LA.1112.4.2.3:</a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#">LA.1112.4.2.4:</a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#">LA.1112.4.2.5:</a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#">LA.1112.4.2.6:</a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#">LA.1112.4.3.1:</a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#">LA.1112.4.3.2:</a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#">LA.1112.5.1.1:</a>	The student will use fluent and legible handwriting skills.
<a href="#">LA.1112.5.2.1:</a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
<a href="#">LA.1112.5.2.2:</a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
<a href="#">LA.1112.5.2.3:</a>	The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;
<a href="#">LA.1112.5.2.4:</a>	The student will use appropriate eye contact, body movements, and

	voice register for audience engagement in formal and informal speaking situations; and
<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.1.3:</u></a>	The student will use the knowledge to create workplace, consumer, or technical documents.
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.1112.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.1112.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

<a href="#"><u>LA.1112.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.1112.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.

# Course: 1002520 English 4 Through ESOL

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1676.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	English 4 through ESOL
<b>Course Number:</b>	1002520
<b>Course Abbreviated Title:</b>	ENG 4 TH ESOL
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>Course Description:</b>	<p>The purpose of this course is to provide non-English speaking students integrated language arts study in reading, writing, speaking, listening, language, and literature. As the student's English proficiency progresses, the English Language Learner (ELL) should be placed in a traditional English/Language Arts course.</p> <p><b>General Notes:</b> The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content must be made comprehensible to ELLs and include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of</li></ul>

	<p>genres across cultures and historical periods</p> <ul style="list-style-type: none"> <li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li> <li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively</li> <li>- exploiting the relationship between oralcy and literacy development.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (81)

<a href="#"><u>LA.1112.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.1112.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.2.1.1:</u></a>	The student will analyze and compare historically and culturally

	significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.1112.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.1112.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.1112.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.1112.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.1112.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.

<a href="#"><u>LA.1112.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.1112.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.1112.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.1112.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.1112.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;

<a href="#"><u>LA.1112.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.1112.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.1112.5.2.2:</u></a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.1112.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.1112.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.2.1.3:</u></a>	The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;



<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
<a href="#"><u>LA.1112.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.1112.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
<a href="#"><u>LA.1112.3.5.3:</u></a>	Sharing with others, or submitting for publication.
<a href="#"><u>LA.1112.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.1112.5.2.3:</u></a>	The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.3:</u></a>	The student will use the knowledge to create workplace, consumer, or technical documents.
<a href="#"><u>LA.1112.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.1112.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint

	media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.1112.2.1.4:</u></a>	The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.1112.3.4.4:</u></a>	The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
<a href="#"><u>LA.1112.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.1112.5.2.4:</u></a>	The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and
<a href="#"><u>LA.1112.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

<a href="#"><u>LA.1112.2.1.5:</u></a>	The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
<a href="#"><u>LA.1112.3.4.5:</u></a>	The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.1112.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts;

	and
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).



## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts

**Course Number:** 1002381

**Course Title:** 9-12 Developmental Language Arts - Reading

**Course Length:** 36 weeks

**NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.**

#### **Basic Assumptions for Reading Education:**

- Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive intervention needs of students in the high school, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of intervention need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.

- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- The amount of FCAT specific practice ("test prep") should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.

**A. Major Concepts/Content.** The purpose of this course is to provide instruction that enables students who are native speakers of languages other than English to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

**C. Course Requirements.** The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, 6-8, 9-12 or a mixture of the four, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address: <http://www.fldoe.org/>.

**After successfully completing this course, the student will:**

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.

2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.

3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.4.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.

5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.4.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

6. Construct meaning of text through inference, application, and analysis. LA.A.2.4.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.4.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.4.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.4.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.4.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.

9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).



LA.A.1.4.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.4.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement.

LA.A.2.4.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.4.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

11. Respond to reading through thinking, talking, and writing.

LA.B.2.4.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.4.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.4.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.4.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.4.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts **Course Number:** 1002380 **Course Title:** Developmental Language Arts Through ESOL **Credit:** Multiple

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of activities and content areas.

The content should include, but not be limited to, the following:

-vocabulary for formal and informal conversation -reading and writing skills -integrated communication skills for school and work

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

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Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course may be repeated by a student if, on subsequent offerings, the required level of proficiency increases.

Students are provided with opportunities to participate in communicative and reflective use of the language in a wide range of activities.

The classroom environment should encourage communication and the use of reading and writing as communicative tools to reflect the connection between oral and written language.

Students are given the opportunity to focus on various language forms, skills, and strategies in order to support the process of language acquisition and the learning of concepts. Academic language and cognitive development are provided within a supportive environment. Study skills and learning strategies are actively taught in all subject areas and students are empowered with the use of English as a tool to accomplish meaningful tasks.

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**After successfully completing this course, the student will:**

### **1. Demonstrate use of appropriate vocabulary in formal and informal conversation.**

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

**2. Demonstrate use of reading comprehension skills to identify themes, elements, and qualities in major literary genres and informational texts.**

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.E.1.4.1 identify the characteristics that distinguish literary forms.

LA.E.1.4.3 identify universal themes prevalent in the literature of all cultures.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

**3. Demonstrate proficient use of all elements of the writing process, including use of complex structures in sentence writing.**

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

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LA.B.1.4.2

LA.B.1.4.3

situation;

- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;

draft and revise writing that is focused, purposeful, and reflects insight into the writing

- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling. produce final documents that have been edited for
  - correct spelling;
  - correct punctuation, including commas, colons, and common use of semicolons;
  - correct capitalization;
  - correct sentence formation;

- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

**4. Demonstrate use of listening and speaking skills to respond effectively to varied oral and written communications.**

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**5. Demonstrate proficient use of listening, speaking, reading, and writing skills in school- and work-related situations.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

# Course: 1002325 English 3 Through ESOL for Credit Recovery

## BASIC INFORMATION

<b>Course Number:</b>	1002325
<b>Course Title:</b>	English 3 Through ESOL for Credit Recovery
<b>Course Abbreviated Title:</b>	English 3 Through ESOL for CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> English »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	Not State Board Approved
<b>Course Note:</b>	<i>Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.</i>



**Course Description**

The purpose of this course is to provide non-English speaking students integrated language arts study in reading, writing, speaking, listening, language, and literature. As the student’s English proficiency progresses, the English Language Learner (ELL) should be placed in a traditional English/Language Arts course.

General Notes:

The content must be made comprehensible to ELLs and include, but not limited to the following:

- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts
- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods
- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context
- listening purposefully to a variety of speakers and messages in both formal and informal contexts
- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse
- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity building vocabulary by activating background knowledge through prior experiences,
- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that history, culture, and setting influence language
- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively, and
- exploiting the relationship between oralcy and literacy development.

<a href="#"><u>LA.1112.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.1112.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a

	variety of text and understand how they affect meaning;
<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.1112.2.1.3:</u></a>	The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
<a href="#"><u>LA.1112.2.1.4:</u></a>	The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;

<a href="#"><u>LA.1112.2.1.5:</u></a>	The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
<a href="#"><u>LA.1112.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate

	nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.1112.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.1112.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.1112.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
<a href="#"><u>LA.1112.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.1112.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.1112.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and

<a href="#"><u>LA.1112.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.1112.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.1112.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.1112.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
<a href="#"><u>LA.1112.3.4.4:</u></a>	The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
<a href="#"><u>LA.1112.3.4.5:</u></a>	The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
<a href="#"><u>LA.1112.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.1112.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.1112.3.5.3:</u></a>	Sharing with others, or submitting for publication.
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and

	reliability of these sources and attributing sources of information;
<a href="#">LA.1112.4.2.3:</a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#">LA.1112.4.2.4:</a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#">LA.1112.4.2.5:</a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#">LA.1112.4.2.6:</a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#">LA.1112.4.3.1:</a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#">LA.1112.4.3.2:</a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#">LA.1112.5.1.1:</a>	The student will use fluent and legible handwriting skills.
<a href="#">LA.1112.5.2.1:</a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
<a href="#">LA.1112.5.2.2:</a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
<a href="#">LA.1112.5.2.3:</a>	The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;
<a href="#">LA.1112.5.2.4:</a>	The student will use appropriate eye contact, body movements, and

	voice register for audience engagement in formal and informal speaking situations; and
<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.1.3:</u></a>	The student will use the knowledge to create workplace, consumer, or technical documents.
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.1112.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.1112.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.



<a href="#"><u>LA.1112.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.1112.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.

# Course: 1002320 English 3 Through ESOL

## BASIC INFORMATION

<b>Course Title:</b>	English 3 Through ESOL
<b>Course Number:</b>	1002320
<b>Course Abbreviated Title:</b>	ENG 3 TH ESOL
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>Course Description:</b>	<p>The purpose of this course is to provide non-English speaking students integrated language arts study in reading, writing, speaking, listening, language, and literature. As the student's English proficiency progresses, the English Language Learner (ELL) should be placed in a traditional English/Language Arts course</p> <p><b>General Notes:</b></p> <p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content must be made comprehensible to ELLs and include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in</li></ul>

	<p>both formal and informal contexts</p> <ul style="list-style-type: none"> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively</li> <li>- exploiting the relationship between oralcy and literacy development.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (81)

<a href="#"><u>LA.1112.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.1112.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main

	ideas of the text;
<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.1112.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.1112.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.1112.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.1112.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.1112.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.1112.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;

<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.1112.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.1112.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.1112.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.1112.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.1112.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and

<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.1112.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.1112.5.2.2:</u></a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.1112.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.1112.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.2.1.3:</u></a>	The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
<a href="#"><u>LA.1112.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.1112.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
<a href="#"><u>LA.1112.3.5.3:</u></a>	Sharing with others, or submitting for publication.
<a href="#"><u>LA.1112.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.1112.5.2.3:</u></a>	The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.3:</u></a>	The student will use the knowledge to create workplace, consumer, or technical documents.
<a href="#"><u>LA.1112.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.1112.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;

<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.1112.2.1.4:</u></a>	The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.1112.3.4.4:</u></a>	The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
<a href="#"><u>LA.1112.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.1112.5.2.4:</u></a>	The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and
<a href="#"><u>LA.1112.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.1112.2.1.5:</u></a>	The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate



	nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
<a href="#"><u>LA.1112.3.4.5:</u></a>	The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.1112.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms,

	and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).

# Course: 1002315 English 2 Through ESOL for Credit Recovery

## BASIC INFORMATION

<b>Course Number:</b>	1002315
<b>Course Title:</b>	English 2 Through ESOL for Credit Recovery
<b>Course Abbreviated Title:</b>	English 2 Through ESOL for CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> English »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>Course Note:</b>	<i>Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.</i>

<b>Course Description</b>	<p>The purpose of this course is to provide non-English speaking students integrated language arts study in reading, writing, speaking, listening, language, and literature. As the student's English proficiency progresses, the English Language Learner (ELL) should be placed in a traditional English/Language Arts course.</p> <p>General Notes:</p> <p>The content must be made comprehensible to ELLs and include, but not limited to the following:</p> <ul style="list-style-type: none"><li>• constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>• reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>• using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>• listening purposefully to a variety of speakers and messages in both formal and informal contexts</li><li>• speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li><li>• understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity building vocabulary by activating background knowledge through prior experiences,</li><li>• acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that history, culture, and setting influence language</li><li>• employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively, and</li><li>• exploiting the relationship between oralcy and literacy development.</li></ul>

## STANDARDS (81)

<a href="#"><u>LA.910.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.910.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing,

	generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.910.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme

	scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.910.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.910.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.910.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
<a href="#"><u>LA.910.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
<a href="#"><u>LA.910.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.910.2.1.9:</u></a>	The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.910.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.910.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
<a href="#"><u>LA.910.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of

	types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.910.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.910.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.910.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.910.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.910.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
<a href="#"><u>LA.910.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.910.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.910.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics,



	expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.910.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.910.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);
<a href="#"><u>LA.910.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.910.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
<a href="#"><u>LA.910.3.4.4:</u></a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#"><u>LA.910.3.4.5:</u></a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#"><u>LA.910.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.910.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.910.3.5.3:</u></a>	The student will sharing with others, or submitting for publication.
<a href="#"><u>LA.910.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
<a href="#"><u>LA.910.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.910.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);

<a href="#"><u>LA.910.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.910.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.910.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.910.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.910.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.910.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques.
<a href="#"><u>LA.910.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.910.5.2.1:</u></a>	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.910.5.2.4:</u></a>	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and

<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and
<a href="#"><u>LA.910.6.1.3:</u></a>	The student will use the knowledge to create a workplace, consumer, or technical document.
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.910.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.910.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.910.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and

LA.910.6.4.2:

The student will routinely use digital tools for publication, communication and productivity.

# Course: 1002310 English 2 Through ESOL

## BASIC INFORMATION

<b>Course Title:</b>	English 2 Through ESOL
<b>Course Number:</b>	1002310
<b>Course Abbreviated Title:</b>	ENG 2 TH ESOL
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>Course Description:</b>	<p>The purpose of this course is to provide non-English speaking students integrated language arts study in reading, writing, speaking, listening, language, and literature. As the student’s English proficiency progresses, the English Language Learner (ELL) should be placed in a traditional English/Language Arts course.</p> <p>General Notes:</p> <p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content must be made comprehensible to ELLs and include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li> <li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li> <li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate</li> </ul>

	<p>to writer, audience, purpose, and context</p> <ul style="list-style-type: none"> <li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively, and</li> <li>- exploiting the relationship between oralcy and literacy development.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (81)

<a href="#"><u>LA.910.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.910.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.910.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.910.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story,

	dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.910.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.910.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.910.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.910.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.910.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.910.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
<a href="#"><u>LA.910.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#"><u>LA.910.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.910.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.910.5.2.1:</u></a>	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems,

	interpreting and evaluating the techniques and intent of a presentation);
<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.910.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.910.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.910.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.910.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.910.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.910.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g.,



	margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.910.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.910.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques.
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and
<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.910.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.910.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.910.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key

	points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.910.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
<a href="#"><u>LA.910.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.910.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
<a href="#"><u>LA.910.3.5.3:</u></a>	The student will sharing with others, or submitting for publication.
<a href="#"><u>LA.910.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.910.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.910.6.1.3:</u></a>	The student will use the knowledge to create a workplace, consumer, or technical document.
<a href="#"><u>LA.910.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.910.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient

	features;
<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.910.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.910.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.910.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.910.3.4.4:</u></a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#"><u>LA.910.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.910.5.2.4:</u></a>	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
<a href="#"><u>LA.910.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.910.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the

	core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.910.3.4.5:</u></a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
<a href="#"><u>LA.910.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and

	their meanings;
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.2.1.9:</u></a>	The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

# Course: 1002305 English 1 Through ESOL for Credit Recovery

## BASIC INFORMATION

<b>Course Title:</b>	English 1 Through ESOL for Credit Recovery
<b>Course Number:</b>	1002305
<b>Course Abbreviated Title:</b>	ENG 1 TH ESOL for CR
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>Course Description:</b>	<p>The purpose of this course is to provide non-English speaking students integrated language arts study in reading, writing, speaking, listening, language, and literature. As the student’s English proficiency progresses, the English Language Learner (ELL) should be placed in a traditional English/Language Arts course.</p> <p><b>General Notes:</b></p> <p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content must be made comprehensible to ELLs and include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li> <li>- reading and analyzing grade-level print and digital literary texts that represent a variety of</li> </ul>

	<p>genres across cultures and historical periods</p> <ul style="list-style-type: none"> <li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li> <li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively, and</li> <li>- exploiting the relationship between oracy and literacy development.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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STANDARDS (81)

<a href="#"><u>LA.910.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.910.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.910.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.910.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each,

	and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.910.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.910.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.910.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.910.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.910.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.910.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
<a href="#"><u>LA.910.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#"><u>LA.910.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.910.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.910.5.2.1:</u></a>	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a



	presentation);
<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.910.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.910.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.910.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.910.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.910.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;

<a href="#"><u>LA.910.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.910.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.910.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques.
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and
<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.910.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.910.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.910.2.2.3:</u></a>	The student will organize information to show understanding or

	relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.910.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
<a href="#"><u>LA.910.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.910.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
<a href="#"><u>LA.910.3.5.3:</u></a>	The student will sharing with others, or submitting for publication.
<a href="#"><u>LA.910.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.910.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.910.6.1.3:</u></a>	The student will use the knowledge to create a workplace, consumer, or technical document.
<a href="#"><u>LA.910.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.910.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.910.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.910.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.910.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.910.3.4.4:</u></a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#"><u>LA.910.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.910.5.2.4:</u></a>	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
<a href="#"><u>LA.910.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.910.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as

	science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.910.3.4.5:</u></a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
<a href="#"><u>LA.910.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;

<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.2.1.9:</u></a>	The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

# Course: 1002300 English 1 Through ESOL

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1674.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	English 1 Through ESOL
<b>Course Number:</b>	1002300
<b>Course Abbreviated Title:</b>	ENG 1 th ESOL
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>The purpose of this course is to provide non-English speaking students integrated language arts study in reading, writing, speaking, listening, language, and literature. As the student's English proficiency progresses, the English Language Learner (ELL) should be placed in a traditional English/Language Arts course.</p> <p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of</li></ul>

	<p>writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</p> <ul style="list-style-type: none"> <li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (81)

<a href="#"><u>LA.910.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.910.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.910.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.910.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among



	the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.910.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.910.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.910.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.910.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.910.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.910.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
<a href="#"><u>LA.910.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#"><u>LA.910.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.910.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.910.5.2.1:</u></a>	The student will select and use appropriate listening strategies

	according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.910.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.910.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.910.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.910.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.910.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;

<a href="#"><u>LA.910.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.910.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.910.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques.
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and
<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.910.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.910.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.910.2.2.3:</u></a>	The student will organize information to show understanding or

	relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.910.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
<a href="#"><u>LA.910.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.910.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
<a href="#"><u>LA.910.3.5.3:</u></a>	The student will sharing with others, or submitting for publication.
<a href="#"><u>LA.910.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.910.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.910.6.1.3:</u></a>	The student will use the knowledge to create a workplace, consumer, or technical document.
<a href="#"><u>LA.910.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.910.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.910.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.910.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.910.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.910.3.4.4:</u></a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#"><u>LA.910.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.910.5.2.4:</u></a>	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
<a href="#"><u>LA.910.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.910.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as

	science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.910.3.4.5:</u></a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
<a href="#"><u>LA.910.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;

<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.2.1.9:</u></a>	The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts **Course Number:** 1001480 **Course Title:** Advanced Communications Methodology **Credit:** 1.0

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to refine communication and critical-thinking skills important for success in postsecondary education and employment.

The content should include, but not be limited to, the following:

- research for communication
- principles of effective speaking and debate
- writing and presentation processes
- communication strategies for employment
- analysis and evaluation of communication
- analysis of mass media
- multi-media production

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.



Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate knowledge of advanced research skills to prepare and support development of communications.**

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

**2. Demonstrate use of advanced oral communication skills for varied audiences, including identification and application of persuasion techniques.**

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

**3. Demonstrate skills used to prepare for and participate in formal debate.**

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

**4. Demonstrate proficiency in writing and presentation processes for varied audiences and purposes.**

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;

that provides for a logical progression of ideas;

- LA.B.1.4.3 • has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- • has few, if any, convention errors in mechanics, usage, punctuation, and spelling. produce final documents that have been edited for

- LA.B.2.4.3 • correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;

- LA.C.2.4.2 • correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

- has an organizational pattern

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**5. Identify communication strategies needed in varied occupational settings.**

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**6. Analyze varied oral (e.g., famous speeches, readings) and visual (e.g., works of art, film, graphic design) presentations as models of effective communication and expression.**

LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

1. **Critically analyze mass media formats (e.g., newspapers, Internet, television, periodicals) and their impact on history, society, education, and culture.**
2. **Produce a multi-media presentation using two or more formats (e.g., audio, digital media, video, graphic arts).**

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:** 1001470 **Course Title:** Applied Communications II

**Credit:** 1.0 **Will meet graduation requirements for English**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to enable students to implement a variety of communication skills within the context of career, workplace, and community.

The content should include, but not be limited to, the following:

- using problem solving skills and research skills primarily in career and occupational contexts
- using reading strategies to obtain and analyze information from a variety of informational and technical texts
- using the writing process to communicate information and ideas with an emphasis on career and occupational tasks
- using listening, viewing, and speaking skills to obtain and communicate information and ideas
- understanding interpersonal relationships in business environments through the study of literature
- using multimedia and electronic tools needed for workplace transactions

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**B. Special Note.** None

**C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

**After successfully completing this course, the student will:**

**1. Obtain and analyze information from a variety of informational and technical documents.**

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

**2. Relate selected literature, professional journals, newsletters, and newspapers to career and occupational concerns.**

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

### **3. Implement research and problem solving skills in real-world and work-place tasks.**

LA.A.2.4.6

LA.A.2.4.7 LA.A.2.4.8

select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

analyze the validity and reliability of primary source information and use the information appropriately.

synthesize information from multiple sources to draw conclusions.

### **4. Write clearly for a variety of audiences, purposes, and situations.**

LA.B.1.4.1 LA.B.1.4.2

select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining. draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.



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- LA.B.1.4.3 produce final documents that have been edited for
- correct spelling;
  - correct punctuation, including commas, colons, and common use of semicolons;
  - correct capitalization;
  - correct sentence formation;
  - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
  - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems. LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

**5. Use language, format, and vocabulary appropriate for purpose and audience in communication related to career and occupational tasks.**

- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.1.4.3 understand that there are differences among various dialects of English.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

**6. Demonstrate understanding and appropriate use of electronic and nonprint media for career and occupational tasks.**

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts **Course Number:** 1001460 **Course Title:** Applied Communications I  
**Credit:** 1.0 **Will meet graduation requirements for English**

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to develop competence in communication skills within the context of career, workplace, and community.

The content should include, but not be limited to, the following:

- using problem solving skills and research skills primarily in career and occupational contexts
- using reading strategies to obtain and analyze information from a variety of informational and technical texts
- using the writing process to communicate information and ideas with an emphasis on career and occupational tasks
- using listening, viewing, and speaking skills to obtain and communicate information and ideas
- understanding interpersonal relationships in business environments through the study of literature
- using multimedia and electronic tools needed for workplace transactions

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**B. Special Note.** None

**C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

**After successfully completing this course, the student will:**

**1. Obtain and analyze information from a variety of informational and technical documents.**

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

**2. Relate selected literature, professional journals, newsletters, and newspapers to career and occupational concerns.**

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**3. Apply research and problem solving skills to real-world and workplace tasks.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

**4. Write clearly for a variety of audiences, purposes, and situations.**

LA.B.1.4.1 LA.B.1.4.2

LA.B.1.4.3

select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining. draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;

- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- • has few, if any, convention errors in mechanics, usage, punctuation, and spelling. produce final documents that have been edited for
- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;

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- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

**5. Demonstrate listening and speaking skills and language usage strategies appropriate for a variety of audiences, topics, and purposes related to career and occupational tasks.**

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

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Applied**

- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity

**Communication I**

**6. Demonstrate understanding and appropriate use of mass and nonprint media to enhance communication for career and occupational tasks.**

LA.C.2.4.1 determine main concept and supporting details in order to analyze and evaluate nonprint media messages. LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

LA.D.2.4.5 critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information.

LA.D.2.4.6 understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.



**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:** 1001450 **Course Title:** Business English II **Credit:** 1.0 **Will meet graduation requirements for English**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to provide instruction in English language arts with emphasis on business communication, correspondence, and documents.

The content should include, but not be limited to, the following:

-written personal and business communications -language study with emphasis on practical applications of standard English

mechanics and usage -vocabulary study with emphasis on specialized vocational terminology -interpersonal relationships in business environments through the study of literature -using listening, viewing, and speaking skills to obtain and communicate information and ideas -using reading strategies to obtain and analyze information from a variety of literary, informational, and technical texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**B. Special Note.** None

**C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

**After successfully completing this course, the student will:**

**1. Use business vocabulary and effective communication techniques in writing and speaking.**

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

**2. Use standard written English in composition of business correspondence and documents.**

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

**3. Write business documents that require research and documentation.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

**4. Demonstrate knowledge of common business procedures such as managing documents, conferencing, allocating resources, and providing customer service.**

LA.B.2.4.2 organize information using appropriate systems.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

**5. Relate selected literature, professional journals, and newspapers to business and career concerns.**

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**6. Obtain and analyze information from a variety of literary, informational, and technical documents.**

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

**7. Use listening, viewing, and speaking skills to obtain and communicate information and ideas in business situations.**

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:** 1001440 **Course Title:** Business English I **Credit:** 1.0 **Will meet graduation requirements for English**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.
- **Major Concepts/Content.** The purpose of this course is to provide instruction in English language arts with emphasis on specific language skills as they relate to various occupations.

The content should include, but not be limited to, the following:

- written personal and business communications
- language study with emphasis on practical applications of standard English
  - mechanics and usage
    - vocabulary study with emphasis on specialized vocational terminology
    - interpersonal relationships in business environments through the study of literature
  - using listening, viewing, and speaking skills to obtain and communicate information and ideas
  - using reading strategies to obtain and analyze information from a variety of literary, informational, and technical texts
  - using nonprint media for communication

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**B. Special Note.** None

**C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

**After successfully completing this course, the student will:**

**1. Use business vocabulary and effective communication techniques in writing and speaking.**

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

**2. Use standard written English in the composition of business correspondence and documents.**

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling

- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

**3. Write business documents that require research and documentation.**

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

**4. Demonstrate knowledge of common business procedures such as managing documents, conferencing, allocating resources, and providing customer service.**

LA.B.2.4.2 organize information using appropriate systems.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.



**5. Use literature and other media to explore various careers.**

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 examine a literary selection from several critical perspectives.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**6. Obtain and analyze information from a variety of literary, informational, and technical documents.**

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

**7. Use listening, viewing, and speaking skills to obtain and communicate information and ideas.**

LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

<b>Course Number: 1001440 - Business English I</b>	LA.C.1.4.4	identify bias, prejudice, or propaganda in oral messages.
	LA.C.3.4.1	use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
	LA.C.3.4.3	use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
	LA.C.3.4.5	develop and sustain a line of argument and provide appropriate support.
	<b>8. Apply critical thinking skills to understand and use nonprint media.</b>	LA.D.2.4.2
	LA.D.2.4.3	recognize production elements that contribute to the effectiveness of a specific medium.
	LA.D.2.4.4	effectively integrate multimedia and technology into presentations.
	LA.C.2.4.1	determine main concept and supporting details in order to analyze and evaluate nonprint media messages.
	LA.C.2.4.2	understand factors that influence the effectiveness of
	LA.C.1.4.4	identify bias, prejudice, or propaganda in oral messages.
	LA.C.3.4.1	use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
	LA.C.3.4.3	use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
	LA.C.3.4.5	develop and sustain a line of argument and provide appropriate support.
	LA.D.2.4.2	understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
	LA.D.2.4.3	recognize production elements that contribute to the effectiveness of a specific medium.
	LA.D.2.4.4	effectively integrate multimedia and technology into presentations.

# Course: 1001410 English Honors 4

Direct link to this page: <http://www.ibo.org/diploma/curriculum/group1/>

## BASIC INFORMATION

<b>Course Number:</b>	1001410
<b>Course Title:</b>	English Honors 4
<b>Course Abbreviated Title:</b>	English Honors 4
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> English » <b>Honors:</b> Yes
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved

## RELATED STANDARDS (81)

<a href="#">LA.1112.1.5.1:</a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#">LA.1112.1.6.1:</a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#">LA.1112.1.6.2:</a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#">LA.1112.1.6.3:</a>	The student will use context clues to determine meanings of unfamiliar words;

<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools;
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic);
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.1112.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.1112.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.1112.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion,

	imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
<a href="#"><u>LA.1112.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

<a href="#"><u>LA.1112.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.1112.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.1112.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
<a href="#"><u>LA.1112.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.1112.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.1112.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.1112.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.1112.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);
<a href="#"><u>LA.1112.3.4.2:</u></a>	The student will edit for correct use of capitalization, including

	names of academic courses and proper adjectives;
<a href="#"><u>LA.1112.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
<a href="#"><u>LA.1112.3.4.4:</u></a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#"><u>LA.1112.3.4.5:</u></a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#"><u>LA.1112.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.1112.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.1112.3.5.3:</u></a>	The student will sharing with others, or submitting for publication.
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.1112.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.1112.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the



	intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.1112.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.1112.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.1112.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.1112.4.3.2:</u></a>	The student will include persuasive techniques.
<a href="#"><u>LA.1112.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.1112.5.2.1:</u></a>	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
<a href="#"><u>LA.1112.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.1112.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.1112.5.2.4:</u></a>	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical

	documents; and
<a href="#"><u>LA.1112.6.1.3:</u></a>	The student will use the knowledge to create a workplace, consumer, or technical document.
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.1112.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.1112.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.1112.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.1112.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.

<b>Course Number:</b> 1001405
<b>Course Path: Section:</b> Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Language Arts » Sub-Subject: English
<b>Course Title:</b> English 4: Florida College Prep
<b>Course Section:</b> Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b> ENG 4: FL COLL PREP
<b>Number of Credits:</b> 1.0
<b>Course Length:</b> Year
<b>Course Type:</b> EN
<b>Course Status:</b> SBE Approval Pending
<b>Class Size:</b> Yes
<b>Course Description:</b> <i>This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida’s K -12 Common Core Standards.</i>
<b>General Notes:</b> <i>The content should include, but not be limited to, the following: demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; demonstrating successful understanding of vocabulary in context and through writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.</i>
<b>Reading Informational Text</b>
<b>Benchmark Notes:</b> <i>These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each succeeding year’s grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i>
<b>LACC.1112.RI.1 Key Ideas and Details</b>
<b>LACC.1112.RI.1.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LACC.1112.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LACC.1112.RI.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<b>LACC.1112.RI.2 Craft and Structure</b>
LACC.1112.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LACC.1112.RI.2.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LACC.1112.RI.2.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
LACC.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<b>LACC.1112.RI.3 Integration of Knowledge and Ideas</b>
LACC.1112.RI.3.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LACC.1112.RI.3.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LACC.1112.RI.3.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
LACC.612.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>LACC.1112.RI.4 Range of Reading and Level of Text Complexity</b>
LACC.1112.RI.4.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
<b>Writing</b>
<b>Benchmark Notes:</b> <i>Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year’s grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.</i>
<b>LACC.1112.W.1 Text Types and Purposes</b>
LACC.1112.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LACC.1112.W.1.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LACC.1112.W.1.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
LACC.1112.W.1.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.1112.W.1.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.1112.W.1.1e Provide a concluding statement or section that follows from and supports the argument presented.
LACC.1112.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.1112.W.1.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.1112.W.1.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.1112.W.1.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LACC.1112.W.1.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LACC.1112.W.1.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.1112.W.1.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LACC.1112.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LACC.1112.W.1.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LACC.1112.W.1.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LACC.1112.W.1.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LACC.1112.W.1.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LACC.1112.W.1.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>LACC.1112.W.2 Production and Distribution of Writing</b>
LACC.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
LACC.1112.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>LACC.1112.W.3 Research to Build and Present Knowledge</b>
LACC.1112.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LACC.1112.W.3.9 Draw evidence form literary or informational texts to support analysis, reflection, and research.
LACC.1112.W.3.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

LACC.1112.W.3.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).
<b>LACC.1112.W.4 Range of Writing</b>
LACC.1112.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>Speaking and Listening</b>
<i>Benchmark Notes: The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.</i>
<b>LACC.1112.SL.1 Comprehension and Collaboration</b>
LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.1112.SL.1.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LACC.1112.SL.1.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LACC.1112.SL.1.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LACC.1112.SL.1.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LACC.1112.SL.1.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LACC.1112.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>LACC.1112.SL.2 Presentation of Knowledge and Ideas</b>
LACC.1112.SL.2.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
LACC.1112.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Language</b>
<i>Benchmark Notes: The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. *Indicates the standard may be addressed at higher grade levels using more rigorous text.</i>
<b>LACC.1112.L.1 Conventions of Standard English</b>
LACC.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.1112.L.1.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LACC.1112.L.1.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's <i>Dictionary of English Usage</i> , Garner's <i>Modern American English</i> ) as needed.
LACC.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.1112.L.1.2a Observe hyphenation conventions.
LACC.1112.L.1.2b Spell correctly.
LACC.3.L.1.1f Ensure subject-verb and pronoun-antecedent agreement.*
LACC.4.L.1.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
LACC.5.L.1.1d Recognize and correct inappropriate shifts in verb tense.*
LACC.6.L.1.1c Recognize and correct inappropriate shifts in pronoun number and person.*
LACC.6.L.1.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
LACC.6.L.1.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
LACC.6.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.7.L.1.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
LACC.9-10.L.1.1a Use parallel structure.*
<b><i>*These standards are likely to require continued attention in higher grades, including grades 11-12, as they are applied to increasingly sophisticated writing and speaking (Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, p .30.).</i></b>
<b>LACC.1112.L.2 Knowledge of Language</b>
LACC.1112.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LACC.1112.L.2.3a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LACC.7.L.2.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

<b>LACC.1112.L.3 Vocabulary Acquisition and Use</b>
LACC.1112.L.3.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LACC.1112.L.3.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LACC.1112.L.3.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LACC.1112.L.3.4d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.1112.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LACC.1112.L.3.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LACC.1112.L.3.5b Analyze nuances in the meaning of words with similar denotations.
LACC.1112.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



# Course: 1001402 English 4 for Credit Recovery

## BASIC INFORMATION

<b>Course Number:</b>	1001402
<b>Course Title:</b>	English 4 for Credit Recovery
<b>Course Abbreviated Title:</b>	English 4 CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> English »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	Not State Board Approved
<b>Course Note:</b>	<i>Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.</i>

## STANDARDS (81)

<a href="#"><u>LA.1112.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.1112.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;

<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.1112.2.1.3:</u></a>	The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
<a href="#"><u>LA.1112.2.1.4:</u></a>	The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
<a href="#"><u>LA.1112.2.1.5:</u></a>	The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre

	classifications such as poetry, novel, drama, short story, essay or editorial;
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
<a href="#"><u>LA.1112.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core

	knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.1112.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.1112.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.1112.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
<a href="#"><u>LA.1112.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.1112.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.1112.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.1112.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

<a href="#"><u>LA.1112.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.1112.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.1112.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
<a href="#"><u>LA.1112.3.4.4:</u></a>	The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
<a href="#"><u>LA.1112.3.4.5:</u></a>	The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
<a href="#"><u>LA.1112.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.1112.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.1112.3.5.3:</u></a>	Sharing with others, or submitting for publication.
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.1112.4.2.3:</u></a>	The student will write informational/expository essays that speculate

	on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.1112.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.1112.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.1112.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.1112.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.1112.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.1112.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.1112.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
<a href="#"><u>LA.1112.5.2.2:</u></a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
<a href="#"><u>LA.1112.5.2.3:</u></a>	The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;
<a href="#"><u>LA.1112.5.2.4:</u></a>	The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and

<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.1.3:</u></a>	The student will use the knowledge to create workplace, consumer, or technical documents.
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.1112.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.1112.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.1112.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and



**LA.1112.6.4.2:**

The student will routinely use digital tools for publication, communication and productivity.

# Course: 1001400 English 4

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1677.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	English 4
<b>Course Number:</b>	1001400
<b>Course Abbreviated Title:</b>	ENG 4
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>(Class including LEP student(s) must use certs appropriate for ESOL courses)</p> <p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li></ul>

	<ul style="list-style-type: none"> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (81)

<a href="#"><u>LA.1112.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.1112.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.1112.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.1112.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.1112.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.1112.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.1112.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.1112.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the

	reader's understanding;
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.1112.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.1112.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.1112.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.1112.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.1112.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.1112.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.1112.5.2.2:</u></a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.1112.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.1112.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.2.1.3:</u></a>	The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn

	Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
<a href="#"><u>LA.1112.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.1112.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
<a href="#"><u>LA.1112.3.5.3:</u></a>	Sharing with others, or submitting for publication.
<a href="#"><u>LA.1112.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.1112.5.2.3:</u></a>	The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.3:</u></a>	The student will use the knowledge to create workplace, consumer, or technical documents.
<a href="#"><u>LA.1112.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.1112.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;

<a href="#"><u>LA.1112.2.1.4:</u></a>	The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.1112.3.4.4:</u></a>	The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
<a href="#"><u>LA.1112.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.1112.5.2.4:</u></a>	The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and
<a href="#"><u>LA.1112.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.1112.2.1.5:</u></a>	The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as



	science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
<a href="#"><u>LA.1112.3.4.5:</u></a>	The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.1112.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact

	meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).

# Course: 1001390 English Skills 4

## BASIC INFORMATION

<b>Course Title:</b>	English Skills 4
<b>Course Number:</b>	1001390
<b>Course Abbreviated Title:</b>	ENG SK 4
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>English (EN)</p> <p>*If a student with a disability's individual educational plan (IEP) team determines and documents, in accordance with Section 1003.43(7)(d), F.S., that a rigorous course of study would be inappropriate, the student may be granted credit towards a standard high school diploma for any Level 1 course. Students with disabilities pursuing a special diploma in accordance with Section 1003.438, F.S., who successfully complete a Level 1 course, will receive credit towards a special diploma. The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate</li></ul>

	<p>to writer, audience, purpose, and context</p> <ul style="list-style-type: none"> <li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (81)

<a href="#"><u>LA.1112.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.1112.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story,

	dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.1112.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.1112.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.1112.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.1112.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.1112.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.1112.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by

	critically evaluating and analyzing oral presentations;
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.1112.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.1112.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.1112.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.1112.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;

<a href="#"><u>LA.1112.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.1112.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.1112.5.2.2:</u></a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.1112.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
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<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.2.1.3:</u></a>	The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;

<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
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<a href="#"><u>LA.1112.3.5.3:</u></a>	Sharing with others, or submitting for publication.
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<a href="#"><u>LA.1112.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.1112.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint



	media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
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<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
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<a href="#"><u>LA.1112.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
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<a href="#"><u>LA.1112.2.1.5:</u></a>	The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
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<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.1112.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts;

	and
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).



# Course: 1001380 English Honors 3

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1585.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	English Honors 3
<b>Course Number:</b>	1001380
<b>Course Abbreviated Title:</b>	ENG HON 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>Honors?</b>	Yes
<b>General Notes:</b>	<p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in</li></ul>

	<p>both formal and informal contexts</p> <ul style="list-style-type: none"> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p> <p><b>Honors/Advanced:</b> The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.</p>
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## STANDARDS (81)

<a href="#">LA.1112.1.5.1:</a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#">LA.1112.1.6.1:</a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#">LA.1112.1.7.1:</a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#">LA.1112.2.1.1:</a>	The student will analyze and compare historically and culturally

	significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.1112.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.1112.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.1112.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.1112.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.1112.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.

<a href="#"><u>LA.1112.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.1112.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.1112.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.1112.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.1112.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;



<a href="#"><u>LA.1112.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.1112.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.1112.5.2.2:</u></a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.1112.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.1112.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.2.1.3:</u></a>	The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;

<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
<a href="#"><u>LA.1112.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.1112.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
<a href="#"><u>LA.1112.3.5.3:</u></a>	Sharing with others, or submitting for publication.
<a href="#"><u>LA.1112.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.1112.5.2.3:</u></a>	The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.3:</u></a>	The student will use the knowledge to create workplace, consumer, or technical documents.
<a href="#"><u>LA.1112.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.1112.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint

	media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.1112.2.1.4:</u></a>	The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.1112.3.4.4:</u></a>	The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
<a href="#"><u>LA.1112.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.1112.5.2.4:</u></a>	The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and
<a href="#"><u>LA.1112.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

<a href="#"><u>LA.1112.2.1.5:</u></a>	The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
<a href="#"><u>LA.1112.3.4.5:</u></a>	The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.1112.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts;

	and
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).



# Course: 1001375 English 3 for Credit Recovery

## BASIC INFORMATION

<b>Course Number:</b>	1001375
<b>Course Title:</b>	English 3 for Credit Recovery
<b>Course Abbreviated Title:</b>	English 3 CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> English »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	Not State Board Approved
<b>Course Note:</b>	<i>Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.</i>

## STANDARDS (81)

<a href="#"><u>LA.1112.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.1112.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;



<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.1112.2.1.3:</u></a>	The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
<a href="#"><u>LA.1112.2.1.4:</u></a>	The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
<a href="#"><u>LA.1112.2.1.5:</u></a>	The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre

	classifications such as poetry, novel, drama, short story, essay or editorial;
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
<a href="#"><u>LA.1112.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core

	knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.1112.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.1112.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.1112.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
<a href="#"><u>LA.1112.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.1112.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.1112.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.1112.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

<a href="#"><u>LA.1112.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.1112.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.1112.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
<a href="#"><u>LA.1112.3.4.4:</u></a>	The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
<a href="#"><u>LA.1112.3.4.5:</u></a>	The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
<a href="#"><u>LA.1112.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.1112.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.1112.3.5.3:</u></a>	Sharing with others, or submitting for publication.
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.1112.4.2.3:</u></a>	The student will write informational/expository essays that speculate

	on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.1112.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.1112.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.1112.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.1112.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.1112.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.1112.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.1112.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
<a href="#"><u>LA.1112.5.2.2:</u></a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
<a href="#"><u>LA.1112.5.2.3:</u></a>	The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;
<a href="#"><u>LA.1112.5.2.4:</u></a>	The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and

<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.1.3:</u></a>	The student will use the knowledge to create workplace, consumer, or technical documents.
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.1112.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.1112.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.1112.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

**LA.1112.6.4.2:**

The student will routinely use digital tools for publication, communication and productivity.

# Course: 1001370 English 3

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1676.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	English 3
<b>Course Number:</b>	1001370
<b>Course Abbreviated Title:</b>	ENG 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>(Class including LEP student(s) must use certs appropriate for ESOL courses)</p> <p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li></ul>



	<ul style="list-style-type: none"> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (81)

<a href="#"><u>LA.1112.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.1112.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.1112.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.1112.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.1112.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.1112.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.1112.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.1112.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the

	reader's understanding;
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.1112.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.1112.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.1112.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.1112.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.1112.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.1112.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.1112.5.2.2:</u></a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.1112.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.1112.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.2.1.3:</u></a>	The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn

	Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
<a href="#"><u>LA.1112.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.1112.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
<a href="#"><u>LA.1112.3.5.3:</u></a>	Sharing with others, or submitting for publication.
<a href="#"><u>LA.1112.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.1112.5.2.3:</u></a>	The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.3:</u></a>	The student will use the knowledge to create workplace, consumer, or technical documents.
<a href="#"><u>LA.1112.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.1112.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;

<a href="#"><u>LA.1112.2.1.4:</u></a>	The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.1112.3.4.4:</u></a>	The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
<a href="#"><u>LA.1112.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.1112.5.2.4:</u></a>	The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and
<a href="#"><u>LA.1112.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.1112.2.1.5:</u></a>	The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as

	science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
<a href="#"><u>LA.1112.3.4.5:</u></a>	The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.1112.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact

	meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).



# Course: 1001360 English Skills 3

## BASIC INFORMATION

<b>Course Title:</b>	English Skills 3
<b>Course Number:</b>	1001360
<b>Course Abbreviated Title:</b>	ENG SK 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>English (EN)</p> <p>*If a student with a disability's individual educational plan (IEP) team determines and documents, in accordance with Section 1003.43(7)(d), F.S., that a rigorous course of study would be inappropriate, the student may be granted credit towards a standard high school diploma for any Level 1 course. Students with disabilities pursuing a special diploma in accordance with Section 1003.438, F.S., who successfully complete a Level 1 course, will receive credit towards a special diploma. The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate</li></ul>

	<p>to writer, audience, purpose, and context</p> <ul style="list-style-type: none"> <li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (81)

<a href="#"><u>LA.1112.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.1112.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story,

	dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.1112.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.1112.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.1112.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.1112.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.1112.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.1112.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by

	critically evaluating and analyzing oral presentations;
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.1112.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.1112.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.1112.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.1112.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;

<a href="#"><u>LA.1112.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.1112.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.1112.5.2.2:</u></a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.1112.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.1112.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.2.1.3:</u></a>	The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;

<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
<a href="#"><u>LA.1112.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.1112.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
<a href="#"><u>LA.1112.3.5.3:</u></a>	Sharing with others, or submitting for publication.
<a href="#"><u>LA.1112.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.1112.5.2.3:</u></a>	The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.3:</u></a>	The student will use the knowledge to create workplace, consumer, or technical documents.
<a href="#"><u>LA.1112.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.1112.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint

	media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.1112.2.1.4:</u></a>	The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.1112.3.4.4:</u></a>	The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
<a href="#"><u>LA.1112.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.1112.5.2.4:</u></a>	The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and
<a href="#"><u>LA.1112.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

<a href="#"><u>LA.1112.2.1.5:</u></a>	The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
<a href="#"><u>LA.1112.3.4.5:</u></a>	The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.1112.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts;



	and
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).



# Course: 1001350 English Honors 2

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1583.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	English Honors 2
<b>Course Number:</b>	1001350
<b>Course Abbreviated Title:</b>	ENG HON 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>Honors?</b>	Yes
<b>General Notes:</b>	<p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in</li></ul>

	<p>both formal and informal contexts</p> <ul style="list-style-type: none"> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p> <p><b>Honors/Advanced:</b> The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.</p>
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## STANDARDS (81)

<a href="#">LA.910.1.5.1:</a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#">LA.910.1.6.1:</a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#">LA.910.1.7.1:</a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#">LA.910.2.1.1:</a>	The student will analyze and compare historically and culturally

	significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.910.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.910.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.910.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.910.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.910.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.910.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
<a href="#"><u>LA.910.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#"><u>LA.910.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.910.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.

<a href="#"><u>LA.910.5.2.1:</u></a>	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.910.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.910.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.910.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.910.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.910.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;

<a href="#"><u>LA.910.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.910.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.910.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques.
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and
<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.910.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.910.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.910.2.2.3:</u></a>	The student will organize information to show understanding or

	relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.910.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
<a href="#"><u>LA.910.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.910.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
<a href="#"><u>LA.910.3.5.3:</u></a>	The student will sharing with others, or submitting for publication.
<a href="#"><u>LA.910.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.910.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.910.6.1.3:</u></a>	The student will use the knowledge to create a workplace, consumer, or technical document.
<a href="#"><u>LA.910.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.910.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.



<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.910.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.910.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.910.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.910.3.4.4:</u></a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#"><u>LA.910.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.910.5.2.4:</u></a>	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
<a href="#"><u>LA.910.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.910.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as

	science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.910.3.4.5:</u></a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
<a href="#"><u>LA.910.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;

<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.2.1.9:</u></a>	The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

# Course: 1001345 English 2 for Credit Recovery

## BASIC INFORMATION

<b>Course Number:</b>	1001345
<b>Course Title:</b>	English 2 for Credit Recovery
<b>Course Abbreviated Title:</b>	English 2 CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> English »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	Not State Board Approved
<b>Course Note:</b>	<i>Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.</i>

## STANDARDS (81)

<a href="#"><u>LA.910.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.910.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;

<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.910.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.910.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.910.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze

	different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#">LA.910.2.1.6:</a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#">LA.910.2.1.7:</a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
<a href="#">LA.910.2.1.8:</a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#">LA.910.2.1.9:</a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#">LA.910.2.2.1:</a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#">LA.910.2.2.2:</a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#">LA.910.2.2.3:</a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#">LA.910.2.2.4:</a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#">LA.910.2.2.5:</a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#">LA.910.3.1.1:</a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or

	other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.910.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.910.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.910.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.910.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
<a href="#"><u>LA.910.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.910.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.910.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.910.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.910.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English



	(laissez faire, croissant);
<a href="#">LA.910.3.4.2:</a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#">LA.910.3.4.3:</a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
<a href="#">LA.910.3.4.4:</a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#">LA.910.3.4.5:</a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#">LA.910.3.5.1:</a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#">LA.910.3.5.2:</a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#">LA.910.3.5.3:</a>	Sharing with others, or submitting for publication.
<a href="#">LA.910.4.1.1:</a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#">LA.910.4.1.2:</a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#">LA.910.4.2.1:</a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#">LA.910.4.2.2:</a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#">LA.910.4.2.3:</a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#">LA.910.4.2.4:</a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the

	intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.910.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.910.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.910.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.910.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.910.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.910.5.2.4:</u></a>	The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and
<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;

<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.910.6.1.3:</u></a>	The student will use the knowledge to create workplace, consumer, or technical documents.
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.910.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.910.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.910.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.910.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.



# Course: 1001340 English 2

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1675.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	English 2
<b>Course Number:</b>	1001340
<b>Course Abbreviated Title:</b>	ENG 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>(Class including LEP student(s) must use certs appropriate for ESOL courses)</p> <p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li></ul>

	<ul style="list-style-type: none"> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (81)

<a href="#"><u>LA.910.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.910.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.910.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.910.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.910.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.910.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.910.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.910.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.910.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.910.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
<a href="#"><u>LA.910.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#"><u>LA.910.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.910.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.910.5.2.1:</u></a>	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps,

	diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.910.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.910.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.910.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.910.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.910.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.910.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and



<a href="#"><u>LA.910.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.910.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques.
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and
<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.910.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.910.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.910.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.910.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
<a href="#"><u>LA.910.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.910.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
<a href="#"><u>LA.910.3.5.3:</u></a>	The student will sharing with others, or submitting for publication.
<a href="#"><u>LA.910.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.910.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.910.6.1.3:</u></a>	The student will use the knowledge to create a workplace, consumer, or technical document.
<a href="#"><u>LA.910.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.910.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;

<a href="#"><u>LA.910.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.910.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.910.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.910.3.4.4:</u></a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#"><u>LA.910.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.910.5.2.4:</u></a>	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
<a href="#"><u>LA.910.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.910.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.4.2.5:</u></a>	The student will write detailed travel directions and design an

	accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.910.3.4.5:</u></a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
<a href="#"><u>LA.910.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including

	but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.2.1.9:</u></a>	The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

# Course: 1001330 English Skills 2

## BASIC INFORMATION

<b>Course Title:</b>	English Skills 2
<b>Course Number:</b>	1001330
<b>Course Abbreviated Title:</b>	ENG Sk 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>English (EN)</p> <p>*If a student with a disability's individual educational plan (IEP) team determines and documents, in accordance with Section 1003.43(7)(d), F.S., that a rigorous course of study would be inappropriate, the student may be granted credit towards a standard high school diploma for any Level 1 course. Students with disabilities pursuing a special diploma in accordance with Section 1003.438, F.S., who successfully complete a Level 1 course, will receive credit towards a special diploma. The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in</li></ul>

	<p>both formal and informal contexts</p> <ul style="list-style-type: none"> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (81)

<a href="#"><u>LA.910.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.910.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.910.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.910.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main

	ideas of the text;
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.910.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.910.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.910.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.910.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.910.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.910.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
<a href="#"><u>LA.910.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#"><u>LA.910.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.910.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.910.5.2.1:</u></a>	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);



<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.910.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.910.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.910.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.910.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.910.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.910.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and

<a href="#"><u>LA.910.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.910.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques.
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and
<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.910.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.910.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.910.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.910.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
<a href="#"><u>LA.910.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.910.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
<a href="#"><u>LA.910.3.5.3:</u></a>	The student will sharing with others, or submitting for publication.
<a href="#"><u>LA.910.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.910.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.910.6.1.3:</u></a>	The student will use the knowledge to create a workplace, consumer, or technical document.
<a href="#"><u>LA.910.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.910.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;

<a href="#"><u>LA.910.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.910.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.910.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.910.3.4.4:</u></a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#"><u>LA.910.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.910.5.2.4:</u></a>	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
<a href="#"><u>LA.910.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.910.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.4.2.5:</u></a>	The student will write detailed travel directions and design an

	accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.910.3.4.5:</u></a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
<a href="#"><u>LA.910.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including

	but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.2.1.9:</u></a>	The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

# Course: 1001320 English Honors 1

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1581.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	English Honors 1
<b>Course Number:</b>	1001320
<b>Course Abbreviated Title:</b>	ENG HON 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>Honors?</b>	Yes
<b>General Notes:</b>	<p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in</li></ul>

	<p>both formal and informal contexts</p> <ul style="list-style-type: none"> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p> <p><b>Honors/Advanced:</b> The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.</p>
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## STANDARDS (81)

<a href="#">LA.910.1.5.1:</a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#">LA.910.1.6.1:</a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#">LA.910.1.7.1:</a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#">LA.910.2.1.1:</a>	The student will analyze and compare historically and culturally



	significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.910.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.910.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.910.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.910.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.910.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.910.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
<a href="#"><u>LA.910.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#"><u>LA.910.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.910.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.

<a href="#"><u>LA.910.5.2.1:</u></a>	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.910.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.910.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.910.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.910.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.910.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;

<a href="#"><u>LA.910.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.910.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.910.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques.
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and
<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.910.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.910.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.910.2.2.3:</u></a>	The student will organize information to show understanding or

	relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
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<a href="#"><u>LA.910.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.910.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
<a href="#"><u>LA.910.3.5.3:</u></a>	The student will sharing with others, or submitting for publication.
<a href="#"><u>LA.910.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.910.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.910.6.1.3:</u></a>	The student will use the knowledge to create a workplace, consumer, or technical document.
<a href="#"><u>LA.910.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.910.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.910.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.910.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.910.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.910.3.4.4:</u></a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#"><u>LA.910.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.910.5.2.4:</u></a>	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
<a href="#"><u>LA.910.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.910.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as

	science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.910.3.4.5:</u></a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
<a href="#"><u>LA.910.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;

<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.2.1.9:</u></a>	The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

# Course: 1001315 English 1 for Credit Recovery

## BASIC INFORMATION

<b>Course Number:</b>	1001315
<b>Course Title:</b>	English 1 for Credit Recovery
<b>Course Abbreviated Title:</b>	English 1 CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> English »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	Not State Board Approved
<b>Course Note:</b>	<i>Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.</i>



## STANDARDS (81)

<a href="#"><u>LA.910.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.910.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing,

	summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.910.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.910.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.910.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary

	work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.910.2.1.6:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.910.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
<a href="#"><u>LA.910.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.910.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.910.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.910.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#"><u>LA.910.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.910.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

<a href="#"><u>LA.910.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.910.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.910.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.910.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.910.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.
<a href="#"><u>LA.910.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.910.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.910.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.910.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.910.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words,

	prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.910.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.910.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
<a href="#"><u>LA.910.3.4.4:</u></a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#"><u>LA.910.3.4.5:</u></a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#"><u>LA.910.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.910.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
<a href="#"><u>LA.910.3.5.3:</u></a>	Sharing with others, or submitting for publication.
<a href="#"><u>LA.910.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.910.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.910.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#"><u>LA.910.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.910.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;

<a href="#"><u>LA.910.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.910.4.2.5:</u></a>	The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.910.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.910.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.910.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.910.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.910.5.2.4:</u></a>	The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and
<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps,

	diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.910.6.1.3:</u></a>	The student will use the knowledge to create workplace, consumer, or technical documents.
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.910.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.910.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.910.6.4.1:</u></a>	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
<a href="#"><u>LA.910.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.





# Course: 1001310 English 1

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1674.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	English 1
<b>Course Number:</b>	1001310
<b>Course Abbreviated Title:</b>	ENG 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>(Class including LEP student(s) must use certs appropriate for ESOL courses)</p> <p>The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li><li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li><li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li><li>- listening purposefully to a variety of speakers and messages in both formal and informal contexts</li></ul>

	<ul style="list-style-type: none"> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (81)

<a href="#"><u>LA.910.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.910.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.910.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.910.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.910.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.910.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.910.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.910.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.910.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.910.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
<a href="#"><u>LA.910.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#"><u>LA.910.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.910.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.910.5.2.1:</u></a>	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps,

	diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.910.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.910.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.910.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.910.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.910.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.910.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and

<a href="#"><u>LA.910.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.910.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques.
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and
<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.910.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.910.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.910.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.910.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
<a href="#"><u>LA.910.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.910.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
<a href="#"><u>LA.910.3.5.3:</u></a>	The student will sharing with others, or submitting for publication.
<a href="#"><u>LA.910.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.910.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.910.6.1.3:</u></a>	The student will use the knowledge to create a workplace, consumer, or technical document.
<a href="#"><u>LA.910.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.910.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;

<a href="#"><u>LA.910.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.910.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.910.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.910.3.4.4:</u></a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#"><u>LA.910.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.910.5.2.4:</u></a>	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
<a href="#"><u>LA.910.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.910.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.4.2.5:</u></a>	The student will write detailed travel directions and design an

	accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.910.3.4.5:</u></a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
<a href="#"><u>LA.910.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including



	but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.2.1.9:</u></a>	The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

# Course: 1001300 English Skills 1

## BASIC INFORMATION

<b>Course Title:</b>	English Skills 1
<b>Course Number:</b>	1001300
<b>Course Abbreviated Title:</b>	ENG Sk 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">English</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p>English (EN)</p> <p>*If a student with a disability's individual educational plan (IEP) team determines and documents, in accordance with Section 1003.43(7)(d), F.S., that a rigorous course of study would be inappropriate, the student may be granted credit towards a standard high school diploma for any Level 1 course. Students with disabilities pursuing a special diploma in accordance with Section 1003.438, F.S., who successfully complete a Level 1 course, will receive credit towards a special diploma. The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>- constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts</li> <li>- reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods</li> <li>- using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context</li> <li>- listening purposefully to a variety of speakers and messages in</li> </ul>

	<p>both formal and informal contexts</p> <ul style="list-style-type: none"> <li>- speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse</li> <li>- understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity</li> <li>- acquiring an extensive vocabulary through reading, discussion, listening, and directed word study, as well as an understanding of the ways that historical events, culture, and setting influence language.</li> <li>- employing a detailed inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.</li> </ul> <p><b>Special Note:</b> As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.</p>
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## STANDARDS (81)

<a href="#"><u>LA.910.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.910.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.910.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.910.2.1.1:</u></a>	The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main

	ideas of the text;
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.910.3.1.1:</u></a>	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
<a href="#"><u>LA.910.3.2.1:</u></a>	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
<a href="#"><u>LA.910.3.3.1:</u></a>	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
<a href="#"><u>LA.910.3.4.1:</u></a>	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English ( <i>laissez faire</i> , <i>croissant</i> );
<a href="#"><u>LA.910.3.5.1:</u></a>	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
<a href="#"><u>LA.910.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
<a href="#"><u>LA.910.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#"><u>LA.910.4.3.1:</u></a>	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
<a href="#"><u>LA.910.5.1.1:</u></a>	The student will use fluent and legible handwriting skills.
<a href="#"><u>LA.910.5.2.1:</u></a>	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.6.4.1:</u></a>	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.2.1.2:</u></a>	The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
<a href="#"><u>LA.910.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.910.3.1.2:</u></a>	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
<a href="#"><u>LA.910.3.2.2:</u></a>	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
<a href="#"><u>LA.910.3.3.2:</u></a>	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
<a href="#"><u>LA.910.3.4.2:</u></a>	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
<a href="#"><u>LA.910.3.5.2:</u></a>	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and

<a href="#"><u>LA.910.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.910.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques.
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and
<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.3.2:</u></a>	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
<a href="#"><u>LA.910.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.910.2.1.3:</u></a>	The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
<a href="#"><u>LA.910.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.910.3.2.3:</u></a>	The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
<a href="#"><u>LA.910.3.3.3:</u></a>	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
<a href="#"><u>LA.910.3.4.3:</u></a>	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
<a href="#"><u>LA.910.3.5.3:</u></a>	The student will sharing with others, or submitting for publication.
<a href="#"><u>LA.910.4.2.3:</u></a>	The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;
<a href="#"><u>LA.910.5.2.3:</u></a>	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
<a href="#"><u>LA.910.6.1.3:</u></a>	The student will use the knowledge to create a workplace, consumer, or technical document.
<a href="#"><u>LA.910.6.2.3:</u></a>	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
<a href="#"><u>LA.910.6.3.3:</u></a>	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;

<a href="#"><u>LA.910.2.1.4:</u></a>	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
<a href="#"><u>LA.910.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.910.3.3.4:</u></a>	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
<a href="#"><u>LA.910.3.4.4:</u></a>	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
<a href="#"><u>LA.910.4.2.4:</u></a>	The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
<a href="#"><u>LA.910.5.2.4:</u></a>	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
<a href="#"><u>LA.910.6.2.4:</u></a>	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.1.5:</u></a>	The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
<a href="#"><u>LA.910.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.4.2.5:</u></a>	The student will write detailed travel directions and design an



	accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and
<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.910.3.4.5:</u></a>	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
<a href="#"><u>LA.910.4.2.6:</u></a>	The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including

	but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.2.1.8:</u></a>	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.2.1.9:</u></a>	The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

## Florida Department of Education COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area: Language Arts Course Number: 1000420 Course Title: 9-12 Intensive Basic Skills  
Course Length: 36 weeks**

**NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.**

### **Basic Assumptions for Reading Education:**

- Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in accelerating the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations and systematic practice opportunities, as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a block of time of no less than ninety minutes daily. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less than 90 minutes. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive remediation needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of remediation need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading

- certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
  - Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
  - Technology is available for students to support and enhance development of competencies in reading.
  - Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
  - Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
  - **The amount of FCAT specific practice (“test prep”) should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

**A. Major Concepts/Content.** The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels
- integration of reading with student written responses to text

- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

**C. Course Requirements.** The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, or 6-8, or a mixture of the three, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address: <http://www.fldoe.org/>.

**After successfully completing this course, the student will:**

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.
2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.
3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text. LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.
5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary. LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
6. Construct meaning of text through inference, application, and analysis. LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

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7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text. LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.

9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis). LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report. LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement. LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

11. Respond to reading through thinking, talking, and writing. LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

1. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes. LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.
2. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text. LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

# Course: 1000410 Intensive Reading

Direct link to this

page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse1577.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Intensive Reading
<b>Course Number:</b>	1000410
<b>Course Abbreviated Title:</b>	INTENS READ
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">Remedial</a> »
<b>Course length:</b>	/M
<b>Status:</b>	State Board Approved
<b>General Notes:</b>	<p><b>NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.</b></p> <p><b>Basic Assumptions for Reading Education:</b></p> <ul style="list-style-type: none"><li>• Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in <b>accelerating</b> the development of reading skills in older struggling readers.</li><li>• Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and</li></ul>



systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.

- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
- **The amount of FCAT specific practice ("test prep") should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

**A. Major Concepts/Content.** The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics

	<p>(<i>advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis</i>), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student’s instructional goals will be specified in his/her Academic Improvement Plan (AIP)</p> <ul style="list-style-type: none"> <li>• critical thinking, problem-solving, and test-taking skills and strategies</li> <li>• reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text</li> <li>• integration of reading with student written responses to text</li> <li>• high frequency content area vocabulary</li> </ul> <p>Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.</p> <p><b>B. Special Note.</b> This course may be repeated by a student</p>
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## STANDARDS (88)

<a href="#"><u>LA.910.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.910.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.910.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features

	(e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.910.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
<a href="#"><u>LA.910.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);
<a href="#"><u>LA.910.5.2.1:</u></a>	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
<a href="#"><u>LA.910.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.910.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.910.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.1112.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative

	techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.910.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.910.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.910.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.910.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.910.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.910.4.3.2:</u></a>	The student will include persuasive techniques.
<a href="#"><u>LA.910.5.2.2:</u></a>	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
<a href="#"><u>LA.910.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and

<a href="#"><u>LA.910.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.910.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.1112.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.1112.5.2.2:</u></a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.
<a href="#"><u>LA.910.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;

<a href="#"><u>LA.910.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
<a href="#"><u>LA.910.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
<a href="#"><u>LA.910.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.910.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.910.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles,

	editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
<a href="#"><u>LA.910.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.5.2.5:</u></a>	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
<a href="#"><u>LA.910.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.910.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.910.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery),

	and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.910.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.910.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.910.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;



<a href="#"><u>LA.910.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.910.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their meanings;
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.910.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.910.2.1.9:</u></a>	The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.910.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
<a href="#"><u>LA.910.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to

	connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.910.1.6.11:</u></a>	The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts

**Course Number:** 1000400

**Course Title:** 9-12 Intensive Language Arts

**Course Length:** 36 weeks

**NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.**

#### **Basic Assumptions for Reading Education:**

- Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive intervention needs of students in the high school, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of intervention need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- **The amount of FCAT specific practice ("test prep") should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

**A. Major Concepts/Content.** The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text

- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

**C. Course Requirements.** The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, 6-8, 9-12 or a mixture of the four, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address: <http://www.fldoe.org/>.

**After successfully completing this course, the student will:**

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.
2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.
3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.  
  
LA.A.1.4.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.
5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.  
  
LA.A.1.4.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
6. Construct meaning of text through inference, application, and analysis. LA.A.2.4.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.4.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.4.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.4.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.4.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.

9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.4.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.4.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement.

LA.A.2.4.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.4.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

11. Respond to reading through thinking, talking, and writing.

LA.B.2.4.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.4.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.4.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.4.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.4.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

## Florida Department of Education COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts Course

**Number:** 1020860 **Course Title:** Great

**Books Credit:** 1.0

**Will meet graduation requirements for English.**

### **Basic Assumptions for Language Arts Education:**

- . Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- . Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- . Learning tasks and materials accommodate the individual needs of students.
- . Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- ◆.– using the reading process to construct meaning using technical, informative, and imaginative texts
- ◆.– using writing processes for various purposes with attention to style and format
- ◆.– using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- ◆.– understanding the power of language arts as it impacts readers, writers, listeners, and speakers
- ◆.– understanding and analyzing literary texts
- ◆.– responding critically and aesthetically to Western and Eastern literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and process of the subject matter of this course.



**B. Special Note.** The emphasis will be the study of Western and Eastern literature representative of particular cultures and world literary movements from ancient times to the present. Selections from all genres are chosen on the basis of relationships to cultural, social, and literary ideas as well as contemporary concerns of students.

**C. Course Requirements.** These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

1. Use and monitor own reading process effectively to construct meaning from a range of technical, informative, and literary texts. LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.  
LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.  
LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.  
LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.  
LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

2. Use writing processes effectively to communicate ideas appropriate styles, format, and conventions of standard English. LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.  
LA.B.1.4.2 draft and revise writing that
  - . is focused, purposeful, and reflects insight into the writing situation;
  - . has an organizational pattern that provides for a logical progression of ideas;
  - . has effective use of transitional devices that contribute to a sense of completeness; . has support that is substantial, specific, relevant, and concrete; . demonstrates a commitment to and involvement with the subject; . uses creative writing strategies as appropriate to the purpose of the paper; . demonstrates a mature command of language with precision of expression; . has varied sentence structure; andhas few, if any, convention error in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

. correct spelling;

correct punctuation, including commas, colons, and common use of semicolons; . correct capitalization;

. correct sentence formation;

correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and

correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

LA.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama literary nonfiction, and informational presentations.

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

LA.C.2.4.2 understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain. LA.C.3.4.4 apply oral communication skills to interviews, group

presentations, formal presentations, and impromptu situations. LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

4. Select and use appropriate language for effective visual, oral, and written communication.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication. LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

2. 5. Demonstrate understanding of the ways that history, culture, and setting influence language.

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

1. 6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.
2. 7. Use the research and critical inquiry processes to prepare documents and oral presentations.

LA.E.1.4.2 understand why certain literary works are considered classics.

LA.E.1.4.4 understand the characteristics of major types of drama.

LA.E.1.4.5 understand the different stylistic, thematic, and technical

LA.E.2.4.1 qualities present in the literature of different cultures and historical periods. analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3	personification, and figures of speech, including simile
LA.E.2.4.4	and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration. understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
LA.E.2.4.5	analyze the relationships among author's style, literary
LA.E.2.4.6	form, and intended impact on the reader. recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of
LA.E.2.4.7	conflict in texts.
LA.E.2.4.8	examine a literary selection from several critical perspectives. know that people respond differently to texts based on their background knowledge, purpose, and point of view.
LA.A.2.4.6	select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services. analyze the validity and reliability of primary source information and use the information appropriately. synthesize information from multiple sources to draw conclusions.
LA.A.2.4.7	select and use a variety of electronic media, such as the
LA.A.2.4.8	internet, information services, and desktop-publishing
LA.B.2.4.4	software programs, to create, revise, retrieve, and verify information. effectively integrate multimedia and technology into presentations.
LA.D.2.4.4	analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery,

## Florida Department of Education COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts **Course Number:** 1020850 **Course Title:** World Literature Honors  
**Credit:** 1.0

**Will meet graduation requirement for English**

### **Basic Assumptions for Language Arts Education:**

- . Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. . Benchmarks for the Sunshine State Standards are repeated as need in . course sequences. As students progress from one course to the next,
- . increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students.
- . Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

The content should include, but not be limited to, the following:

- ◆.– using the reading process to construct meaning using technical, informative, and imaginative texts
- ◆.– using writing processes for various purposes with attention to style and format
- ◆.– using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- ◆.– understanding the power of language as it impacts readers, writers, listeners, and speakers
- ◆.– understanding and analyzing literary texts
- ◆.– responding critically and aesthetically to American literature

This course shall integrate the Goal 3 Student Performance Standards of the

Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter of this course.

**B. Special Note.** The emphasis will be works of Western and Eastern literature that are representative of particular cultures and world literature movements from ancient times to the present. Selections include fiction, nonfiction, and poetry chosen on the basis of relationships to cultural, social, and literary ideas and concerns of contemporary students.

**C. Course Requirements.** The requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

**After successfully completing this course the student will:**

**1. Use and monitor own reading process effectively to construct meaning from a range of technical, informative, and literary texts.**

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text. LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

**2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- . is focused, purposeful, and reflects insight into the writing situation;
  - has an organizational pattern that provides for a logical progression of ideas;
  - has effective use of transitional devices that contribute to a sense of

completeness; . has support that is substantial, specific, relevant, and concrete; . demonstrates a commitment to and involvement with the subject; . uses creative writing strategies as appropriate to the purpose of the paper; . demonstrates a mature command of language with precision of expression; . has varied sentence structure; and . has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- . correct spelling;
  - correct punctuation, including commas, colons, and common use of semicolons;
- . correct capitalization;
- . correct sentence formation;
- . correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- . correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

**3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.**

L.A.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

L.A.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

L.A.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

L.A.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

L.A.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

L.A.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

L.A.C.3.4.5 develop and sustain a line argument and provide appropriate support.

#### **4. Select and use appropriate language for effective visual, oral, and written communication.**

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

#### **5. Demonstrate understanding of the ways that history, culture, and setting influence language.**

LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.

LA.D.1.4.3 understand that there are differences among various dialects of English.



LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.**

LA.E.1.4.2 understand why certain literary works are considered classics.

LA.E.1.4.5

understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

LA.E.2.4.1

analyze the effectiveness of complex elements of plot, such setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2

understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.4

understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.5

analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such a connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7

examine a literary selection from several critical perspectives.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**7. Use the research and critical inquiry processes to prepare documents and oral presentations.**

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

# Course: 1020840 Contemporary Literature Honors

## BASIC INFORMATION

<b>Course Title:</b>	Contemporary Literature Honors
<b>Course Number:</b>	1020840
<b>Course Abbreviated Title:</b>	CONTEMP LIT HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Language Arts</a> » <b>SubSubject:</b> <a href="#">Literature</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>Honors?</b>	Yes
	<p><b>Course Description:</b> The purpose of this course is to provide grade 12 students, advanced integrated language arts study in reading, writing, speaking, listening, language in the study of contemporary literature for college and career preparation and readiness.</p> <p><b>General Notes:</b></p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>⇒ active reading of varied texts for what they say explicitly, as well as the logical i can be drawn</li> <li>⇒ analysis of literature and informational texts from varied literary periods to exam</li> </ul>

- text craft and structure
- elements of literature
- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response

⇒ writing for varied purposes

- developing and supporting argumentative claims
- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text-based evidence and reasoning

⇒ effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

⇒ collaboration amongst peers

## **Reading Literature**

***Standard Notes:** These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### **LACC. 1112. RL.1 Key Ideas and Details**

LACC.1112.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LACC.1112.RL.1.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LACC.1112.RL.1.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

### **LACC.1112.RL.2 Craft and Structure**

LACC.1112.RL.2.4 Determine the meaning of words and phrases as they are

used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

LACC.1112.RL.2.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

LACC.1112.RL.2.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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### **LACC.1112.RL.3 Integration of Knowledge and Ideas**

LACC.1112.RL.3.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

LACC.1112.RL.3.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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### **LACC.1112. RL.4 Range of Reading and Complexity of Text**

LACC.1112.RL.4.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

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### **Reading Informational Text**

*Standard Notes: These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

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### **LACC.1112.RI.1 Key Ideas and Details**

LACC.1112.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LACC.1112.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and

build on one another to provide a complex analysis; provide an objective summary of the text.

LACC.1112.RI.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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**LACC.1112. RI.4 Range of Reading and Level of Text Complexity**

LACC.1112.RI.4.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

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**Writing**

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***Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year’s grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

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**LACC.1112. W.1 Text Types and Purposes**

LACC.1112.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.1112.W.1.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LACC.1112.W.1.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

LACC.1112.W.1.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.1112.W.1.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.1112.W.1.1e Provide a concluding statement or section that follows from and supports the argument presented.

LACC.1112.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.1112.W.1.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.1112.W.1.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LACC.1112.W.1.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LACC.1112.W.1.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LACC.1112.W.1.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.1112.W.1.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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### **LACC.1112. W.2 Production and Distribution of Writing**

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LACC.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LACC.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 1112.)

LACC.1112.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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### **LACC.1112.W.3 Research to Build and Present Knowledge**

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LACC.1112.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and

limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LACC.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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#### **LACC.1112.W.4 Range of Writing**

LACC.1112.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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#### **Speaking and Listening**

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***Standards Notes:** The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

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#### **LACC.1112.SL.1 Comprehension and Collaboration**

LACC.1112.SL.1.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LACC.1112.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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#### **LACC.1112.SL.2 Presentation of Knowledge and Ideas**

LACC.1112.SL.2.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LACC.1112.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LACC.1112.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 for specific expectations.)

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#### **Language**

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***Standards Notes:** The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of*



*language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

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**LACC.1112.L.2 Knowledge of Language**

LACC.1112.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LACC.1112.L.2.3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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**LACC.1112.L.3 Vocabulary Acquisition and Use**

LACC.1112.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LACC.1112.L.3.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LACC.1112.L.3.5b Analyze nuances in the meaning of words with similar denotations.

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LACC.1112.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts  
**Course Number:** 1020830  
**Course Title:** Classical Literature Honors  
**Credit:** 1.0

**Will meet graduation requirement for English**

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as need in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning using technical, informative, and imaginative texts
- using writing processes for various purposes with attention to style and format
- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- understanding the power of language as it impacts readers, writers, listeners, and speakers
- understanding and analyzing literary texts
- responding critically and aesthetically to American literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida

System of School Improvement and Accountability as appropriate to the content and processes of the subject matter of this course.

- B. Special Note.** The emphasis will be the literary influences on world culture of the great societies from ancient Greece to the Reformation. The content includes, but is not limited to, man's search for values, for a place in society, for political and religious identity, and for aesthetic expression.
- C. Course Requirements.** The requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

**After successfully completing this course the student will:**

**1. Use and monitor own reading process effectively to construct meaning from a range of technical, informative, and literary texts.**

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

**2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;  
has an organizational pattern that provides for a logical progression of ideas;  
has effective use of transitional devices that contribute to a sense of completeness;  
has support that is substantial, specific, relevant, and concrete;  
demonstrates a commitment to and involvement with the subject;  
uses creative writing strategies as appropriate to the purpose of the paper;  
demonstrates a mature command of language with precision of expression;  
has varied sentence structure; and  
has few, if any, convention errors in mechanics, usage, punctuation, and spelling.  
correct spelling;  
correct punctuation, including commas, colons, and common use of semicolons;  
correct capitalization;  
correct sentence formation;  
correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and  
correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.1.4.3 produce final documents that have been edited for

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

**3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.**

L.A.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

L.A.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

L.A.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

L.A.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and

evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line argument and provide appropriate support.

**4. Select and use appropriate language for effective visual, oral, and written communication.**

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**5. Demonstrate understanding of the ways that history, culture, and setting influence language.**

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.3 understand that there are differences among various dialects of English.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.**

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**7. Use the research and critical inquiry processes to prepare documents and oral presentations.**

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts  
**Course Number:** 1020820  
**Course Title:** British Literature Honors  
**Credit:** 1.0

**Will meet graduation requirement for English**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as need in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning using technical, informative, and imaginative texts
- using writing processes for various purposes with attention to style and format
- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- understanding the power of language as it impacts readers, writers, listeners, and speakers
- understanding and analyzing literary texts
- responding critically and aesthetically to American literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and



processes of the subject matter of this course.

- B. Special Note.** The emphasis will be literary works of Great Britain from Old, Middle and Modern English; literature representative of many cultures may be used to support integrated studies and multicultural emphases. The course should also recognize the fundamental changes in language development from the Anglo-Saxon Period to the Modern Period.
- C. Course Requirements.** The requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

**After successfully completing this course the student will:**

**1. Use and monitor own reading process effectively to construct meaning from a range of technical, informative, and literary texts.**

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

**2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**

- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;  
has an organizational pattern that provides for a logical progression of ideas;  
has effective use of transitional devices that contribute to a sense of completeness;  
has support that is substantial, specific, relevant, and concrete;  
demonstrates a commitment to and involvement with the subject;  
uses creative writing strategies as appropriate to the purpose of the paper;  
demonstrates a mature command of language with precision of expression;  
has varied sentence structure; and  
has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for correct spelling;  
correct punctuation, including commas, colons, and common use of semicolons;  
correct capitalization;  
correct sentence formation;  
correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect;  
and  
correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

**3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.**

L.A.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

L.A.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

- L.A.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- L.A.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- L.A.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- L.A.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- L.A.C.3.4.5 develop and sustain a line argument and provide appropriate support.

**4. Select and use appropriate language for effective visual, oral, and written communication.**

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**5. Demonstrate understanding of the ways that history, culture, and setting influence language.**

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.3 understand that there are differences among various dialects of English.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.**

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such a connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**7. Use the research and critical inquiry processes to prepare documents and oral presentations.**

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts  
**Course Number:** 1020810  
**Course Title:** American Literature Honors  
**Credit:** 1.0

**Will meet graduation requirement for English**

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as need in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning using technical, informative, and imaginative texts
- using writing processes for various purposes with attention to style and format
- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations.
- understanding the power of language as it impacts readers, writers, listeners, and speakers
- understanding and analyzing literary texts
- responding critically and aesthetically to American literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and

processes of the subject matter of this course.

- B. Special Note.** The emphasis will be on literary works from the Colonial Period to the present, identifying predominant literary genres, forms, themes, and subjects associated with each literary period; literature representative of many cultures may be used to support integrated studies and multicultural emphases.
- C. Course Requirements.** The requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

**After successfully completing this course the student will:**

**1. Use and monitor own reading process effectively to construct meaning from a range of technical, informative, and literary texts.**

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

**2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that is focused, purposeful, and reflects insight into the writing situation;

has an organizational pattern that provides for a logical progression of ideas;

has effective use of transitional devices that contribute to a sense of completeness;

has support that is substantial, specific, relevant, and concrete;

demonstrates a commitment to and involvement with the subject;

uses creative writing strategies as appropriate to the purpose of the paper;

demonstrates a mature command of language with precision of expression;

has varied sentence structure; and

has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

correct spelling;

correct punctuation, including commas, colons, and common use of semicolons;

correct capitalization;

correct sentence formation;

correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and

correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.2 organize information using appropriate systems.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

**3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.**

L.A.C.1.4.2 describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

L.A.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.



- L.A.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- L.A.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- L.A.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- L.A.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- L.A.C.3.4.5 develop and sustain a line argument and provide appropriate support.

**4. Select and use appropriate language for effective visual, oral, and written communication.**

- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

**5. Demonstrate understanding of the ways that history, culture, and setting influence language.**

- LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.3 understand that there are differences among various dialects of English.
- LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.**

- LA.E.1.4.2 understand why certain literary works are considered classics.
- LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 examine a literary selection from several critical perspectives.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**7. Use the research and critical inquiry processes to prepare documents and oral presentations.**

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
- LA.D.2.4.4 effectively integrate multimedia and technology into presentations.

**Florida Department of Education**

**COURSE DESCRIPTIONS - GRADES 9-12, ADULT**

**Subject Area:** Language Arts

**Course Number:** 1010360

**Course Title:** Braille Reading and Writing

**Credit:** 1.0

**A. Major concepts/content.** The purpose of this course is to teach students literary Grade 2 Braille and a basic awareness of aspects of visual disabilities. The content should include, but not be limited to:

-transcription of print to Braille

-presentation of emotional, social, legal, and cultural aspects of visual disabilities

**B. Special note.** None

**C. Course Requirements.** After successfully completing this course, the student will:

1. Demonstrate visual reading of Braille.

2. Demonstrate writing of Braille on a braillewriter.

3. Identify and explain specific aspects of blindness.

**Florida Department of Education COURSE DESCRIPTIONS - GRADES 9-12,  
ADULT**

**Subject Area:** Language Arts **Course Number:** 1010320 **Course Title:**  
Sign Language III **Credit:** 1.0

- A. Major concepts/content.** The purpose of this course is to teach hearing students intermediate sign language skills and become advanced communicators in sign language.

The content should include, but not be limited to, the following:

- conversational vocabulary and grammatical features of sign language systems
- audiological, educational, social, legal, and cultural aspects of deafness

- B. Special note.** Completion of Sign Language II or consent of the instructor is required for participation in this course.

- C. Course Requirments.** After successfully completing this course, the student will:

1. Demonstrate advanced competence in receptive and expressive mastery of vocabulary items presented.
2. Demonstrate advanced fluency in receptive and expressive fingerspelling.
3. Demonstrate advanced competence in receptive and expressive mastery of the grammatical features of sign language systems.
4. Demonstrate increased fluency in receptive and expressive competence for sentences, dialogues, monologues, short stories, narratives, and other forms of expression presented by the teacher, deaf signers, and other classmates and in self-generated work.
5. Demonstrate advanced competence in beginning, continuing, and concluding long conversations with the teacher, other classmates, and deaf signers.
6. Demonstrate thorough knowledge of specific aspects of deafness.

<b>Course Number:</b> 1009370
<b>Course Path: Section:</b> Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Language Arts » SubSubject: English »
<b>Course Title:</b> Writing for College Success
<b>Course Section:</b> Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b> WRTNG COLL SUCCESS
<b>Number of Credits:</b> 0.5
<b>Course Length:</b> Semester
<b>Course Type:</b> Elective
<b>Course Status:</b> Approval Pending
<b>Class Size:</b> Yes
<b>Course Description:</b> <i>This course is targeted for grade 12 students whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores for writing, indicating that they are not "college-ready" in writing. This course incorporates language study, the practice of writing craft strategies, and the analysis of writing selections to develop critical writing skills necessary for success in college courses, preparing students for successful completion of Florida college English courses requiring extensive grade-level writing. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards.</i>
<b>General Notes:</b> <i>The content should include, but not be limited to, the following: writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.</i>
<b>Writing</b>
<b>Benchmark Notes:</b> <i>Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.</i>
<b>LACC.1112.W.1 Text Types and Purposes</b>
LACC.1112.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LACC.1112.W.1.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LACC.1112.W.1.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LACC.1112.W.1.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.1112.W.1.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.1112.W.1.1e Provide a concluding statement or section that follows from and supports the argument presented.
LACC.1112.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LACC.1112.W.1.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.1112.W.1.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LACC.1112.W.1.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LACC.1112.W.1.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LACC.1112.W.1.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.1112.W.1.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LACC.1112.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LACC.1112.W.1.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LACC.1112.W.1.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LACC.1112.W.1.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LACC.1112.W.1.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LACC.1112.W.1.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>LACC.1112.W.2 Production and Distribution of Writing</b>
LACC.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
LACC.1112.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

<b>LACC.1112.W.3 Research to Build and Present Knowledge</b>
LACC.1112.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LACC.1112.W.3.9 Draw evidence form literary or informational texts to support analysis, reflection, and research.
LACC.1112.W.3.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
LACC.1112.W.3.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).
<b>LACC.1112.W.4 Range of Writing</b>
LACC.1112.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>Language</b>
<i><b>Benchmark Notes:</b> The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.</i>
<b>LACC.1112.L.1 Conventions of Standard English</b>
LACC.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.1112.L.1.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LACC.1112.L.1.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s <i>Dictionary of English Usage</i> , Garner’s <i>Modern American English</i> ) as needed.
LACC.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.1112.L.1.2a Observe hyphenation conventions.
LACC.1112.L.1.2b Spell correctly.
LACC.3.L.1.1f Ensure subject-verb and pronoun-antecedent agreement.
LACC.4.L.1.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.



LACC.5.L.1.1d Recognize and correct inappropriate shifts in verb tense.
LACC.6.L.1.1c Recognize and correct inappropriate shifts in pronoun number and person.
LACC.6.L.1.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LACC.6.L.1.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LACC.6.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.6.L.1.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LACC.7.L.1.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LACC.910.L.1.1a Use parallel structure.
<b>LACC.1112.L.2 Knowledge of Language</b>
LACC.1112.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LACC.1112.L.2.3a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>LACC.1112.L.3 Vocabulary Acquisition and Use</b>
LACC.1112.L.3.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LACC.1112.L.3.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LACC.1112.L.3.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LACC.1112.L.3.4d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.1112.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LACC.1112.L.3.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LACC.1112.L.3.5b Analyze nuances in the meaning of words with similar denotations.
LACC.1112.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## COURSE DESCRIPTION – GRADES 9-12

**Subject Area:** Language Arts

**Course Number:** 1009360

**Course Title:** AICE General Writing Paper I

**Credit:** 1.0

### **Will meet graduation requirement for English**

For complete AICE-approved syllabus for this course:

[http://www.cie.org.uk/qualifications/academic/uppersec/alevel/subject?assdef\\_id=783](http://www.cie.org.uk/qualifications/academic/uppersec/alevel/subject?assdef_id=783)

### **Basic assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout the students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to encourage students to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner. An awareness of the wider implications of particular issues will enhance the quality of the student's response to the questions; the General Paper is not a test of general knowledge. The key objective is for the student to convey information or opinion in a way that is thoughtful, perceptive and immediately intelligible to the reader.

The content should include, but not be limited to the following:

- Promoting the skills of rational thought persuasion, analysis, interpretation and evaluation
- Encouraging exploration and appraisal of social, cultural, economic, philosophical, scientific, and technological issues
- Promoting maturity of thought and clarity of written expression
- Promoting understanding and appreciation of individual, societal, and cultural diversity
- Encouraging independent, critical reading

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**B. Special Note.**

The course requirements contained in this course description are designed for a one-credit course. The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by University of Cambridge International Examinations. The AICE courses include embedded assessments and an internationally scored end-of course assessment.

**C. After successfully completing this course, the student will:**

- 1. Demonstrate knowledge and understanding in relationship to topic areas identified (historical, social, economic, political, philosophical, scientific, geographical, mathematical, literature and language, arts and crafts).**
- 2. Demonstrate knowledge of methods and techniques appropriate to a specific task.**
- 3. Demonstrate the ability to identify, select and interpret, through reasoned consideration, material (including knowledge) appropriate to a specific task.**
- 4. Demonstrate the ability to apply knowledge, understanding and analysis in relation to a specific task (e.g. in drawing references, providing explanations, constructing and developing arguments, understanding the implications of a suggested course of action or conclusion, etc.**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts

**Course Number:** 1009350

**Course Title:** Playwriting

**Credit:** 1.0

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of and use the principles and techniques employed in dramatic writing for the stage.

The content should include, but not be limited to, the following:

- analysis of selected plays
- writing for theatrical performance
- monologues, dialogues, scenes, and plays
- production considerations -critical analysis of form and content
- manuscripts for publication or performance

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate knowledge of the characteristics of a script through analysis of selected plays.**

LA.E.1.4.4 understand the characteristics of major types of drama.

TH.C.1.4.1 understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).

TH.D.1.4.2 understand allegoric and symbolic references in plays.

**2. Draft and revise monologues, dialogues, scenes, and plays; and apply relevant aspects of Aristotle's *Poetics* to the writing.**

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
  
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of

- semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

TH.B.1.4.1 understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.

### **3. Demonstrate knowledge of production considerations (e.g., directing, rehearsing, performing) when writing for the stage.**

TH.A.3.4.4 understand all technical elements used to influence the meaning of the drama.

TH.E.1.4.1 understand how to use various arts media to enhance communication in theatrical productions.

TH.E.1.4.4 understand the necessity of goal setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.

### **4. Analyze and evaluate one's own and others' manuscripts using technical and aesthetic criteria.**

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

TH.D.1.4.1 compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product.

TH.D.1.4.3 understand theatrical performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices *in film, television, and electronic media* (e.g., different depictions of the story of *Aladdin*).

**5. Prepare original manuscripts suitable for publication or performance.**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts

**Course Number:** 1009340

**Course Title:** Screenplay Writing

**Credit:** 1.0

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop writing skills for original screenplays and adaptations for television and film. Emphasis will be on examination of the tools of film and development of scripts for production in a high school television studio.

The content should include, but not be limited to, the following:

- film and script terminology
- analysis of model screenplays
- elements of screenplay writing
- inherent time and format constraints
- writing original works and adaptations for television and film
- production considerations
- peer review and critical analysis
- marketing techniques

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.



Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate knowledge and use of appropriate film and script terminology.**

LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including *figurative, idiomatic, and* technical meanings.

**2. Demonstrate knowledge of the characteristics of screenplays through analysis of selected works.**

TH.C.1.4.1 understand the cultural and historical influences on dramatic forms (e.g., theatre, film, and television).

TH.D.1.4.2 understand allegoric and symbolic references in plays.

**3. Draft and revise one or more screenplays that are original works or adaptations, developing such dramatic elements as theme, plot, character, and action; and taking time and format constraints into consideration.**

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;

- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons; correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.E.2.4.4 understand the use of images and sounds to elicit *the reader's* emotions in both fiction and nonfiction.

TH.A.3.4.4 understand all technical elements used to influence the meaning of the drama.

**4. Demonstrate knowledge of production considerations (e.g., directing, shooting, performing, editing) when writing for television and film.**

LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.

TH.B.1.4.1 understand how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.

TH.C.1.4.2 understand how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.

- TH.E.1.4.1 understand how to use various arts media to enhance communication in theatrical productions.
- TH.E.1.4.4 understand the necessity of goal setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.

**5. Analyze and evaluate one's own and others' screenplays using technical and aesthetic criteria.**

- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- TH.D.1.4.1 compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product.
- TH.D.1.4.3 understand theatrical performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices in film, television, and electronic media (*e.g., different depictions of the story of Aladdin*).

**6. Demonstrate awareness of techniques for marketing screenplays to the television and film industry.**

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Florida Department of Education

COURSE DESCRIPTION — GRADES 9-12, ADULT

**Subject Area:** Language Arts

**Course Number:** 1009333

**Course Title:** Creative Writing V

**Credit:** 1.0

- A. Major Concepts/Content.** A continuation of Creative Writing X, the purpose of the course is to have students complete, refine and self-publish a compilation of works of professional literary merit in the form of a chapbook, essay or short story collection. Also, students may pursue a variety of intern possibilities.

The content should include, but not be limited to, the following:

- a thorough and in depth examination of a variety of short literary collections which include a variety of professional, peer, and/or teacher examples.
- expanding, refining, and self-publishing a literary collection.

**B. Special Note.** None

**C. Course Requirements.**

After successfully completing this course, the student will:

1. Produce a professional quality literary collection, including several new pieces and/or extensively revised pieces from previous courses.
2. Interact critically with other students engaged in creative writing.
3. Apply critical feedback from evaluators pertaining to the final written product.
4. Participate in a public reading and book signing.

**Sunshine State Standards**

**A. Reading**

LA.A.1.4.1 -selects and uses pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.3 -refines vocabulary for interpersonal, academic, and workplace situations, including

- LA.A.1.4.4 figurative, idiomatic, and technical meanings.  
-applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.2 -determines the author's purpose and point of view and their effects on the text.
- LA.A.2.4.6 -selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, new sources, and information services.

## **B. Writing**

- LA.B.1.4.1 -selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 -drafts and revises writing that
- uses creative writing strategies as appropriate to the purpose of the paper;
  - demonstrates a mature command of language with precision of expression;
  - has varied sentence structure; and
  - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 -produces final documents that have been edited for conventions of standard written English.
- LA.B.2.4.2 -organizes information using appropriate systems.
- LA.B.2.4.3 -writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.B.2.4.4 -selects and uses a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

## **C. Listening, Viewing, and Speaking**

- LA.C.1.4.1 -selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.2 -describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.
- LA.C.1.4.3 -uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 -identifies bias, prejudice, or propaganda in oral messages.

- LA.C.3.4.1 -uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 -selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- LA.C.3.4.4 -applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

#### **D. Language**

- LA.D.1.4.1 -applies an understanding that language and literature are primary means by which culture is transmitted.
- LA.D.1.4.2 -makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- LA.D.1.4.3 -understands that there are differences among various dialects of English.
- LA.D.2.4.2 -understands the subtleties of literary devices and techniques in the comprehension and creation of communication.

#### **E. Literature**

- LA.E.1.4.1 -identifies the characteristics that distinguish literacy forms.
- LA.E.1.4.2 -understands why certain literary works are considered classics.
- LA.E.1.4.3 -identifies universal themes prevalent in the literature of all cultures.
- LA.E.1.4.5 -understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.2 -understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 -analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 -understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 -analyzes the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 -recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of

conflict in texts.

LA.E.2.4.7 -examines a literary selection from several critical perspectives.

LA.E.2.4.8 -knows that people respond differently to texts based on their background knowledge, purpose, and point of view.

**Florida Department of Education**

**COURSE DESCRIPTION — GRADES 9-12, ADULT**

**Subject Area:** Language Arts

**Course Number:** 1009332

**Course Title:** Creative Writing IV

**Credit:** 1.0

- A. Major Concepts/Content.** The purpose of the course is to have students develop a compilation of works of professional literary merit in the form of a chapbook, essay or short story collection.

The content should include, but not be limited to, the following:

- a thorough and in-depth examination of a variety of short literary collections which include variety of peer, teacher, and professional examples.
- developing and organizing polished material for their collection.

- B. Special Note.** None

- C. Course Requirements.**

After successfully completing this course, the student will:

1. Produce a selection of polished poems, stories, or essays.
2. Interact critically with other students engaged in creative writing.
3. Apply critical feedback from evaluators to the revision of personal pieces of writing.
4. Provide critical feedback from the evaluation of professional chapbooks and other collections.

**Sunshine State Standards**

**A. Reading**

- LA.A.1.4.1 -selects and uses pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
- LA.A.1.4.3 -refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 -applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences



and feelings.

LA.A.2.4.2 -determines the author's purpose and point of view and their effects on the text.

LA.A.2.4.6 -selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, new sources, and information services.

## **B. Writing**

LA.B.1.4.1 -selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 -drafts and revises writing that

- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 -produces final documents that have been edited for conventions of standard written English.

LA.B.2.4.2 -organizes information using appropriate systems.

LA.B.2.4.3 -writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.B.2.4.4 -selects and uses a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

## **C. Listening, Viewing, and Speaking**

LA.C.1.4.1 -selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.2 -describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.3 -uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 -identifies bias, prejudice, or propaganda in oral messages.

LA.C.3.4.1 -uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 -selects and uses a variety of speaking strategies to clarify meaning and to reflect

understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.4 -applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

#### **D. Language**

LA.D.1.4.1 -applies an understanding that language and literature are primary means by which culture is transmitted.

LA.D.1.4.2 -makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.1.4.3 -understands that there are differences among various dialects of English.

LA.D.2.4.2 -understands the subtleties of literary devices and techniques in the comprehension and creation of communication.

#### **E. Literature**

LA.E.2.4.2 -understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.3 -analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

LA.E.2.4.4 -understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

LA.E.2.4.5 -analyzes the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 -recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 -examines a literary selection from several critical perspectives.

LA.E.2.4.8 -knows that people respond differently to texts based on their background knowledge, purpose, and point of view.

**Florida Department of Education**

**COURSE DESCRIPTION — GRADES 9-12, ADULT**

**Subject Area:** Language Arts

**Course Number:** 1009331

**Course Title:** Creative Writing III

**Credit:** 1.0

- A. Major Concepts/Content.** The purpose of the course is to develop writing and language skills needed for individual expression in traditional poetic forms.

The content should include, but not be limited to, the following:

- reading, analyzing and writing Blues, Ballad, Asian, Italian, French forms and traditional forms.
- technical aspects of entering contests and publishing student work in a literary publication
- technical aspects of entering and performing in a public reading

**B. Special Note.** None

**C. Course Requirements.**

After successfully completing this course, the student will:

1. Identify characteristics of various poetic forms
2. Show a mastery of writing in a variety of poetic forms
3. Evaluate representative examples of poetry as models for writing
4. Apply critical feedback from evaluators to the revision of personal poems
5. Interact critically with other students engaged in creative writing
6. Prepare manuscripts for publication
7. Prepare for oral interpretation of personal work
8. Participate in public performance

## **Sunshine State Standards**

### **A. Reading**

LA.A.1.4.1 -selects and uses pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.3 -refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

LA.A.1.4.4 -applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.A.2.4.2 -determines the author's purpose and point of view and their effects on the text.

LA.A.2.4.6 -selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, new sources, and information services.

### **B. Writing**

LA.B.1.4.1 -selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 -drafts and revises writing that

- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 -produces final documents that have been edited for conventions of standard written English.

LA.B.2.4.2 -organizes information using appropriate systems.

LA.B.2.4.3 -writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

LA.B.2.4.4 -selects and uses a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

### **C. Listening, Viewing, and Speaking**

LA.C.1.4.1 -selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.

LA.C.1.4.2 -describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.4.3 -uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.C.1.4.4 -identifies bias, prejudice, or propaganda in oral messages.

LA.C.3.4.1 -uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 -selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.4 -applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

### **D. Language**

LA.D.1.4.1 -applies an understanding that language and literature are primary means by which culture is transmitted.

LA.D.1.4.2 -makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.1.4.3 -understands that there are differences among various dialects of English.

LA.D.2.4.2 -understands the subtleties of literary devices and techniques in the comprehension and creation of communication.

### **E. Literature**

LA.E.1.4.1 -identifies the characteristics that distinguish literacy forms.

LA.E.1.4.2 -understands why certain literary works are considered classics.

- LA.E.1.4.3 -identifies universal themes prevalent in the literature of all cultures.
- LA.E.1.4.5 -understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- LA.E.2.4.2 -understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 -analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 -understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
- LA.E.2.4.5 -analyzes the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 -recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- LA.E.2.4.7 -examines a literary selection from several critical perspectives.
- LA.E.2.4.8 -knows that people respond differently to texts based on their background knowledge, purpose, and point of view.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts

**Course Number:** 1009330

**Course Title:** Creative Writing II

**Credit:** 0.5

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and use intermediate-level writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- analysis of literary models
- impact of audience, purpose, and writing mode
- writing process strategies
- personal writing style
- various creative writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they

must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate knowledge of the characteristics of creative writing through analysis of selected literary models (e.g., poetry, short stories, plays, novels, essays, nonfiction, chapbooks).**

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

**2. Demonstrate knowledge of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**

- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

**3. Demonstrate use of fundamental prewriting strategies to create, select, and organize ideas.**

- LA.A.2.4.8 synthesize information from multiple source to draw conclusions.
- LA.B.1.4.1 select and use appropriate prewriting strategies such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 organize information using appropriate systems.



**4. Create drafts that demonstrate a personal writing style, using various literary devices appropriate to the text.**

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

**5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.**

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons; correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

**6. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoint of others.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**7. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts

**Course Number:** 1009320

**Course Title:** Creative Writing I

**Credit:** 0.5

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- analysis of literary models
- impact of audience, purpose, and writing mode
- writing process strategies
- personal writing style
- various creative writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate awareness of the characteristics of creative writing through analysis of selected literary models (e.g., poetry, short stories, plays, novels, essays, nonfiction).**

- LA.E.1.4.1 identify the characteristics that distinguish literary forms.
- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

**2. Demonstrate awareness of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**

- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

**3. Demonstrate use of fundamental prewriting strategies to create, select, and organize ideas.**

- LA.A.2.4.8 synthesize information from multiple source to draw conclusions.
- LA.B.1.4.1 select and use appropriate prewriting strategies such as brainstorming, graphic organizers, and outlining.
- LA.B.1.4.2 organize information using appropriate systems.

**4. Create drafts that demonstrate a personal writing style, using various literary devices appropriate to the text.**

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

**5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.**

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons; correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

**6. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoint of others.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**7. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts

**Course Number:** 1009310

**Course Title:** Writing II

**Credit:** 0.5

**Will meet graduation requirements for English**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop and use intermediate-level writing and language skills for creative expression in a variety of essay formats. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- analysis of model essays
- impact of audience, purpose, and writing mode
  - writing process strategies
- organization and support appropriate to text
- personal writing style
- various writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate knowledge of the characteristics of rhetorical modes of writing through analysis of selected model essays (e.g., narration, exposition, persuasion, description).**

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

**2. Demonstrate knowledge of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**

- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

**3. Demonstrate use of intermediate-level prewriting strategies to create, select, and organize ideas.**



LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.2.4.2 organize information using appropriate systems.

**4. Create drafts that demonstrate use of organizational development, supporting details, and a personal writing style appropriate to the text.**

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

**5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.**

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

**6. Create a variety of focused, coherent writings (e.g., personal essay, research report, persuasive composition, autobiography, response to literature).**

**7. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**

LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.

LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts

**Course Number:**1009300

**Course Title:** Writing I

**Credit:** 0.5

**Will meet graduation requirements for English**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of essay formats.

The content should include, but not be limited to, the following:

- analysis of model essays
- impact of audience, purpose, and writing mode
- writing process strategies
- organization and support appropriate to text
- various writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate awareness of the characteristics of rhetorical modes of writing through analysis of selected model essays (e.g., narration, exposition, persuasion, description).**

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

**2. Demonstrate awareness of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**

- LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

**3. Demonstrate use of fundamental prewriting strategies to create, select, and organize ideas.**

- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.2.4.2 organize information using appropriate systems.

#### **4. Create drafts that demonstrate use of organizational development and supporting details appropriate to the text.**

LA.B.1.4.2 draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

#### **5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.**

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

#### **6. Create a variety of focused, coherent writings (e.g., personal essay, research report, persuasive composition, autobiography, response to literature).**

#### **7. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**

LA.C.1.4.3 use effective strategies for informal and formal discussions, including

- listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**

<b>Course Number:</b> 1008350
<b>Course Path: Section:</b> Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Language Arts » SubSubject: English
<b>Course Title:</b> Reading for College Success
<b>Course Section:</b> Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b> READ COLL. SUCCESS
<b>Number of Credits:</b> 0.5
<b>Course Length:</b> Semester
<b>Course Type:</b> Elective
<b>Course Status:</b> Approval Pending
<b>Class Size:</b> No
<b>Course Description:</b> <i>This course is targeted for grade 12 students whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores, indicating that they are not "college-ready" in reading. This course incorporates reading and analysis of informational selections to develop critical reading skills necessary for success in college courses. This course prepares students for successful completion of Florida college English language arts courses requiring extensive grade-level reading. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards.</i>
<b>General Notes:</b> <i>The content should include, but not be limited to, the following: demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; and demonstrating successful understanding of vocabulary in context.</i>
<b>Reading Informational Text</b>
<b>Benchmark Notes:</b> <i>These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i>
<b>LACC.1112.RI.1 Key Ideas and Details</b>
LACC.1112.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
LACC.1112.RI.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<b>LACC.1112.RI.2 Craft and Structure</b>

LACC.1112.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LACC.1112.RI.2.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LACC.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LACC.1112.RI.2.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
<b>LACC.1112.RI.3 Integration of Knowledge and Ideas</b>
LACC.1112.RI.3.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LACC.1112.RI.3.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LACC.612.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LACC.1112.RI.3.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
<b>LACC.1112.RI.4 Range of Reading and Level of Text Complexity</b>
LACC.1112.RI.4.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
<b>Writing</b>
<b>Benchmark Notes:</b> <i>Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year’s grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.</i>
<b>LACC.1112.W.3 Research to Build and Present Knowledge</b>
LACC.1112.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.



<b>Language</b>
<i><b>Benchmark Notes:</b> The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.</i>
<b>LACC.1112.L.2 Knowledge of Language</b>
LACC.1112.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LACC.1112.L.2.3a Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>LACC.1112.L.3 Vocabulary Acquisition and Use</b>
LACC.1112.L.3.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LACC.1112.L.3.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LACC.1112.L.3.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LACC.1112.L.3.4d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.1112.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LACC.1112.L.3.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LACC.1112.L.3.5b Analyze nuances in the meaning of words with similar denotations.
LACC.1112.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:**

1008330 **Course Title:** Reading III

**Credit:** 1.0

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to enable students to develop and strengthen reading skills in preparation for postsecondary education or employment.

The content should include, but not be limited to, the following:

- reading as a complex process
- cueing systems
- content area vocabulary
- reading for meaning through varied texts
- reading strategies
- reading fluency
- integrated reading and writing processes
- complex response to varied texts
- critical-thinking and study skills
- varied reading materials

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate understanding of reading as a complex process, including understanding of the reader’s own knowledge and skills, the author’s intent, and text structure.**

- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.5 analyze the relationships among author’s style, literary form, and intended impact on the reader.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one’s own life and the characters, events, motives, and causes of conflict in texts.

**2. Demonstrate coordinated use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.**

**3. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.**

- LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

**4. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.**

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

**5. Construct meaning of text through inference, application, analysis, evaluation, and synthesis.**

- LA.A.2.4.1 determine the main idea and identify relevant details, methods

of development, and their effectiveness in a variety of types of written material.

- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

**6. Demonstrate use of before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.**

- LA.A.1.4.1 select and use pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

**7. Demonstrate flexible use of strategies and rates suited to varied purposes and types of reading materials.**

**8. Demonstrate comprehension of multiple sources of text and graphic information through critical response (e.g., analysis, hypothesis, evaluation, synthesis).**

- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

**9. Apply independent critical-thinking and study skills to enhance performance and achievement.**

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

**10. Select, evaluate, and use primary and secondary source materials (e.g., fictional, multicultural, informational, technical) for varied purposes, including reading for recreation.**

- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction

and nonfiction.

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

# Course: 1008320 Advanced Reading

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1650.aspx?ct=1>

## BASIC INFORMATION

<b>Course Number:</b>	1008320
<b>Course Title:</b>	Advanced Reading
<b>Course Abbreviated Title:</b>	Adv Rdg
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Language Arts » <b>SubSubject:</b> Reading »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
	<p>The purpose of this course is to increase reading fluency and endurance through advanced integrated experiences in the language arts.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>-reading as a complex process</li><li>-reading fluency</li><li>-reading for meaning in and across advanced fiction and nonfiction texts</li><li>-reading comprehension through close reading of text</li><li>-advanced academic and content area vocabulary study</li><li>-integrated reading and writing</li><li>-critical-thinking and advanced research skills</li><li>-complex verbal and written response to direct and inferred</li></ul>

	<p>textual information</p> <p>-use of above-grade level, high-quality digital and print texts</p>
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<a href="#"><u>LA.1112.1.5.1:</u></a>	The student will adjust reading rate based on purpose, text difficulty, form, and style.
<a href="#"><u>LA.1112.1.6.1:</u></a>	The student will use new vocabulary that is introduced and taught directly;
<a href="#"><u>LA.1112.1.6.10:</u></a>	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and
<a href="#"><u>LA.1112.1.6.11:</u></a>	The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).
<a href="#"><u>LA.1112.1.6.2:</u></a>	The student will listen to, read, and discuss familiar and conceptually challenging text;
<a href="#"><u>LA.1112.1.6.3:</u></a>	The student will use context clues to determine meanings of unfamiliar words;
<a href="#"><u>LA.1112.1.6.4:</u></a>	The student will categorize key vocabulary and identify salient features;
<a href="#"><u>LA.1112.1.6.5:</u></a>	The student will relate new vocabulary to familiar words;
<a href="#"><u>LA.1112.1.6.6:</u></a>	The student will distinguish denotative and connotative meanings of words;
<a href="#"><u>LA.1112.1.6.7:</u></a>	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
<a href="#"><u>LA.1112.1.6.8:</u></a>	The student will identify advanced word/phrase relationships and their

	meanings;
<a href="#"><u>LA.1112.1.6.9:</u></a>	The student will determine the correct meaning of words with multiple meanings in context;
<a href="#"><u>LA.1112.1.7.1:</u></a>	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
<a href="#"><u>LA.1112.1.7.2:</u></a>	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
<a href="#"><u>LA.1112.1.7.3:</u></a>	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
<a href="#"><u>LA.1112.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.1112.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.1112.1.7.6:</u></a>	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
<a href="#"><u>LA.1112.1.7.7:</u></a>	The student will compare and contrast elements in multiple texts; and
<a href="#"><u>LA.1112.1.7.8:</u></a>	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
<a href="#"><u>LA.1112.2.1.10:</u></a>	The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to



	connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.2.1.6:</u></a>	The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
<a href="#"><u>LA.1112.2.1.7:</u></a>	The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
<a href="#"><u>LA.1112.2.1.9:</u></a>	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
<a href="#"><u>LA.1112.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LA.1112.2.2.2:</u></a>	The student will use information from the text to answer questions or to state the main idea or provide relevant details;
<a href="#"><u>LA.1112.2.2.3:</u></a>	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
<a href="#"><u>LA.1112.2.2.4:</u></a>	The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and

<a href="#"><u>LA.1112.2.2.5:</u></a>	The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
<a href="#"><u>LA.1112.3.1.3:</u></a>	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
<a href="#"><u>LA.1112.4.1.1:</u></a>	The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
<a href="#"><u>LA.1112.4.1.2:</u></a>	The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.
<a href="#"><u>LA.1112.4.2.1:</u></a>	The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
<a href="#"><u>LA.1112.4.2.2:</u></a>	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
<a href="#"><u>LA.1112.4.3.2:</u></a>	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
<a href="#"><u>LA.1112.5.2.1:</u></a>	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
<a href="#"><u>LA.1112.5.2.2:</u></a>	The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;

<a href="#"><u>LA.1112.5.2.5:</u></a>	The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
<a href="#"><u>LA.1112.6.1.1:</u></a>	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
<a href="#"><u>LA.1112.6.1.2:</u></a>	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and
<a href="#"><u>LA.1112.6.2.1:</u></a>	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
<a href="#"><u>LA.1112.6.2.2:</u></a>	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
<a href="#"><u>LA.1112.6.3.1:</u></a>	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
<a href="#"><u>LA.1112.6.4.2:</u></a>	The student will routinely use digital tools for publication, communication and productivity.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

**Subject Area:** Language Arts

**Course Number:** 1008310

**Course Title:** Reading II

**Credit:** 1.0

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and strengthen reading skills through integrated experiences in the language arts strands.

The content should include, but not be limited to, the following:

- reading as a complex process
- cueing systems
- content area vocabulary
- reading for meaning through varied texts -reading strategies
- reading fluency
- integrated reading and writing processes
- complex response to varied texts
- critical-thinking and study skills
- varied reading materials

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must

reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** None

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate knowledge of reading as a complex process, including knowledge of the roles of reader, author, and text structure.**

- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

**2. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.**

**3. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.**

- LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

**4. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.**

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

**5. Construct meaning of text through inference, application, analysis, and evaluation.**

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of

written material.

- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

**6. Demonstrate use of before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.**

- LA.A.1.4.1 select and use pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.
- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

**7. Demonstrate flexible use of strategies and rates suited to varied purposes and types of reading materials.**

**8. Demonstrate comprehension of multiple sources of text and graphic information through critical response (e.g., analysis, hypothesis, evaluation, synthesis).**

- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

**9. Apply critical-thinking and study skills to enhance achievement.**

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

**10. Select, analyze, and use materials (e.g., fictional, multicultural, informational, technical) for varied purposes, including reading for recreation.**

- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and

self-improvement.

## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

<b>Subject Area:</b>	Language Arts
<b>Course Number:</b>	1008300
<b>Course Title:</b>	Reading I
<b>Credit:</b>	1.0

#### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and strengthen reading skills through integrated experiences in the language arts strands.

The content should include, but not be limited to, the following:

- reading as a complex process -cueing systems -content area vocabulary
  - reading for meaning through varied texts -reading strategies
  - reading fluency -integrated reading and writing processes
  - complex response to varied texts -critical-thinking and study skills -varied reading materials
- This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** None

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the



Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.**

- LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
- LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
- LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

**2. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.**

**3. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.**

- LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

**4. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.**

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

**5. Construct meaning of text through inference, application, and analysis.**

- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

**6. Demonstrate use of before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.**

- LA.A.1.4.1 select and use pre-reading strategies that are appropriate to the text,

such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection.

- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.
- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.

**7. Demonstrate flexible use of strategies and rates suited to varied purposes and types of reading materials.**

**8. Demonstrate comprehension of multiple sources of text and graphic information through critical response (e.g., analysis, hypothesis, evaluation, synthesis).**

- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

**9. Apply critical-thinking and study skills to enhance achievement.**

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

**10. Select and use materials (e.g., fictional, multicultural, informational, technical) for varied purposes, including reading for recreation.**

- LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.
- LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

**Florida Department of Education COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** Language Arts **Course Number:**

1007400 **Course Title:** Debate VIII **Credit:** 1.0

**Will meet graduation requirement for Performing Fine Arts**

**Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students to develop and practice debate-related skills.

The content should include, but not be limited to, the following:

- research and organizational skills
- selection of debate topics
- elements of argumentation
- voice and diction
- extemporaneous speaking
- preparation of debate briefs
- cross-examination techniques
- techniques of effective listening
- appropriate use of debate

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**B. Special Note.** The course requirements contained in this course description are designed

for a one credit one-credit course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

**1. Apply reading strategies, critical thinking and research skills to select and prepare topics for debate.**

- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on text.
- LA.A.2.4.4 locate, gather, analyze and evaluate written information for a variety of purposes, including research projects, real world tasks, and self-improvement.
- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.A.2.4.7. analyze the validity and reliability of primary source information and use the information appropriately.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.
- LA.B.2.4.2 organize information using appropriate systems.
- LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and

**2. Use writing processes effectively to prepare materials in preparation for debating events.**

- LA.B.1.4.2 draft and revise writing that:
  - is focused, purposeful, and reflects insight into the writing situation;
  - has an organizational pattern that provides for a logical progression of ideas;
  - has effective use of transitional devices that contribute to a sense of completeness;

- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

### **3. Demonstrate highly developed debate-related speaking skills.**

LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).

LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender, and bias.

### **4. Demonstrate mastery of debate skills in simulated and real debate activities.**

LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

LA.D.1.4.3 understand that there are differences among various dialects of English.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

- TH.A.1.3.1 develop characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).
- TH.A.1.4.1 use classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.
- TH.C.1.4.2 understand how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.
- TH.E.1.3.2 understand the reasons for personal reactions and audience reactions to various media and multiple art forms (e.g., staging environment, past experiences, and culture).

**5. Prepare oral and written critiques of debates.**

- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.

**6. Employ refined knowledge about specific debate forms, programs, or events.**

**7. Successfully employ the elements of argumentation.**

**8. Demonstrate understanding of the interpersonal skills and discipline involved in duo and group events.**

**9. Use improvisation skills to create and explore as well as to demonstrate understanding of concepts.**

**10. Participate in numerous scheduled interscholastic competitions.**

**11. Assist in coaching, mentoring and evaluating novice debaters.**

**12. Judge in district and/or state novice debates.**

**13. Organize and run a debate tournament.**