

Florida Department of Education

**COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics - Subject Areas
Course Number: 7810010
Course Title: Language Arts: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in language arts concepts and skills to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

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

- reading comprehension and vocabulary
- listening and speaking skills
- writing
- language usage
- literature
- study skills
- reference skills
- applications in daily activities
- applications in the workplace

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 language arts in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Language Arts, Grades 6-8.

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for 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 fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.

CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Word Identification Skills

- 1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper and lower case letters, recognition of visual forms of words in handwriting and print, letter/sound relationships, distinguishing words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)

- 1.2. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ consonants ___ vowels ___ blends
 ___ patterns ___ syllables ___ other: _____

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- 1.3. Use structural analysis to identify the meaning of unknown written words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ compound words _____ prefix _____ suffix
_____ other: _____
- 1.4. Use the context of the sentence or document to identify the meaning of unknown (oral or written) words (e.g., “The boy rode a unicycle, a bicycle with one wheel.”). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ examples _____ direct explanations _____ synonyms
_____ other: _____
- 1.5. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown (oral or written) words (e.g., looking up the meaning of a word in a newspaper article, using the pronunciation function for a word found in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ printed dictionary _____ electronic dictionary
_____ person _____ other: _____

Frequently Used Words

- 1.6. Identify the meaning of frequently used (oral or written) words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ common words and expressions
_____ concepts of time
_____ common objects and locations
_____ category words
_____ directional concepts
_____ other: _____
- 1.7. Identify the meaning of (oral or written) vocabulary related to school assignments (e.g., homework, test, multiple-choice, essay, revise, peer evaluation). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.8. Identify the meaning of (oral or written) vocabulary when completing academic tasks (e.g., poem, fiction, idioms, punctuation, proofreading, sequential order). (CL.B.1.In.2, CL.B.1.Su.2)
- 1.9. Identify the meaning of (oral or written) vocabulary related to personal care activities (e.g., getting ready for school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ personal hygiene—brush, floss, shower, deodorant
_____ finances—balance checkbook, budget
_____ caring for clothes—wash, dry clean
_____ purchasing items—discount, sale, tax, charge
_____ other: _____

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1.10. Identify the meaning of (oral or written) vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ banking—withdrawal, deposit, account number, debit, balance
_____ library—library card, check out, due date, late charge
_____ volunteer service—organization, responsibilities, schedule
_____ other: _____

1.11. Identify the meaning of (oral or written) vocabulary related to leisure activities (e.g., attending a play or movie, playing a board game). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ indoor games _____ outdoor activities _____ sports
_____ entertainment _____ pets and plants _____ hobbies
_____ other: _____

Signs and Symbols

1.12. Identify the meaning of symbols and icons used on signs for buildings and public facilities. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ exit and entrance signs _____ restroom signs
_____ elevator signs _____ other: _____

1.13. Identify the meaning of symbols and icons used on safety and warning signs (e.g., using electric appliances, walking near construction sites, pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ no smoking, danger, poison
_____ do not use near water, for outside use only
_____ shock, uses grounded outlets, 220 volts only
_____ other: _____

1.14. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community (e.g., grocery stores, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ order here _____ cashier
_____ no food or drink allowed _____ no smoking
_____ name of business _____ hours of operation
_____ proper attire required _____ other: _____

1.15. Locate desired destination by reading signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)

1.16. Respond appropriately to warnings and other types of information conveyed by symbols and icons on products and locations and in written material. (CL.B.1.In.2, CL.B.1.Su.2)

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Pictures

- 1.17. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: furniture appliances interior design
 supplies entertainment other: _____
- 1.18. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: buildings signs landmarks persons
 other: _____
- 1.19. Identify objects, locations, events, or persons used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.20. Identify features and events in complex pictures and photographs (e.g., in a newspaper, in a reference book). (CL.B.1.In.1, CL.B.1.Su.1)

Abbreviations and Acronyms

- 1.21. Identify abbreviations for measurement units (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: linear—ft., mi., m., yd. area—sq. ft., sq. yd., sq. mi.
 weight—oz., lb. volume—c., tbs., tsp.
 time—min., hr., Tues., Dec. other: _____
- 1.22. Identify abbreviations for locations (e.g., when addressing an envelope, when looking up an address in a phone book, when reading an address). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: streets—Rd., Blvd., St. states—FL, CA
 post office—PO buildings—Apt., Bldg.
 countries—USA, UK other: _____
- 1.23. Identify familiar abbreviations and acronyms for agencies and organizations (e.g., sending information by overnight mail, reading articles in the newspaper, watching the news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: medical organizations—Health Maintenance Organization (HMO)
 government agencies—Developmental Services (DS), Vocational Rehabilitation (VR)
 mail services—United Parcel Service (UPS), United States Postal Services (USPS)
 other: _____

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1.24. Identify familiar abbreviations for titles (e.g., writing a letter, addressing an envelope, finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ personal—Mr., Ms. _____ degrees—Ph.D., M.Ed., B.S.
_____ professional—C.P.A., M.D. _____ other: _____

1.25. Identify familiar abbreviations and acronyms for information sources and mass media (e.g., locating a radio or television station in the newspaper schedule, locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ radio—WFSU _____ television—WPBS
_____ web addresses—www.firm.edu

1.26. Identify the meaning of familiar abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ home _____ school _____ community

2. Use comprehension skills and strategies to increase understanding of information in text (e.g., reading for main idea and details, paraphrasing, self-questioning, using graphic clues, rereading, scanning).

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt _____ verbal prompt _____ visual prompt
___ assistive technology _____ supervision _____ other: _____

Visuals, Passages, and Documents

2.1. Paraphrase the meaning of (oral or written) sentences or phrases to clarify meaning (e.g., repeating directions, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ statements _____ questions _____ directions
_____ commands _____ requests
_____ other: _____

2.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., finding information for a report, finding a recipe for dessert, finding information on a person). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ key words _____ dates _____ numbers
_____ charts _____ graphs _____ pictures
_____ maps _____ answers to questions
_____ other: _____

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- 2.3. Use skills and strategies to identify relevant information in a text or visual diagram by skimming or scanning. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ match to a list of key information—dates, names, locations
 _____ match to questions to be answered
 _____ scan chapter titles and subtitles for specific words or phrases
 _____ scan pictures or graphics for specific information
 _____ other: _____
- 2.4. Use skills and strategies to identify irrelevant information in a text or visual diagram. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ asking yourself “How does this fit?”
 _____ asking yourself “Is it needed?”
 _____ comparing to similar examples or a model
 _____ other: _____
- 2.5. Use skills and strategies to determine the main idea of a paragraph, section, or document. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ identify the first sentence or topic _____ paraphrase information
 _____ identify information that is repeated _____ scan chapter headings
 _____ other: _____
- 2.6. Use skills and strategies to distinguish whether written information is accurate/inaccurate, true/false, or fact/opinion. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ match information with other sources
 _____ look for words such as *always*, *never*
 _____ identify words that indicate feelings or emotions
 _____ other: _____
- 2.7. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., deciding which product to purchase, deciding if a product would work, watching television, reading newspaper advertisements). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ identify exaggerations _____ identify false claims
 _____ evaluate realism _____ other: _____
- 2.8. Use skills and strategies to relate and integrate new (oral or written) information with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ identify common elements or situations
 _____ distinguish what is different
 _____ relate new information to concepts already understood
 _____ other: _____
- 2.9. Use skills and strategies to link (oral or written) information with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ create a first letter mnemonic _____ make a visual association
 _____ determine order of events _____ other: _____

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- 2.10. Predict outcomes or conclusions related to (oral or written) information based on previous knowledge to increase understanding (e.g., identifying cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)

Using Information Resources

- 2.11. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: newspapers magazines television
 radio people Internet
 other: _____

- 2.12. Use an appropriate source to obtain written information on current events (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: newspapers magazines television
 radio people Internet
 other: _____

- 2.13. Identify types of information in reference books or resources to accomplish functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: atlas—road maps, distance charts, state capitals, population
 dictionary—definitions, spelling, syllabication
 encyclopedia—general information by subject
 textbook—information for instructional purposes
 magazine or newspaper—current information by subject
 directory—information lists by subject, agency, product
 other: _____

- 2.14. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: atlas dictionary encyclopedia
 textbook magazine newspaper
 directory other: _____

- 2.15. Identify the major sections of information in the table of contents (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: book—introduction, chapter titles
 magazines—titles, page numbers, authors
 newspaper—sections, page numbers
 other: _____

- 2.16. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database (e.g., locating information about a topic of interest, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)

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- 2.17. Use an index to locate a subtopic by page number (e.g., locating a specific recipe in a cookbook, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.18. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

Maps, Charts, and Graphs

- 2.19. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ bar graphs _____ pie charts _____ tables
 _____ other: _____
- 2.20. Identify the meaning of information provided by map symbols (e.g., planning a travel route, learning about a specific location). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ roads _____ rivers, lakes _____ cities and towns
 _____ mileage _____ direction _____ airports, parks
 _____ other: _____
- 2.21. Find specified geographic areas or locations using a map (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ city, state map _____ atlas
 _____ other: _____

Organizing Information

- 2.22. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)
Specify: _____ chronological _____ alphabetical
 _____ categorical _____ topic or subject
 _____ hierarchical or outlining _____ other: _____
- 2.23. Choose method for organizing information based on intended use of that information. (CL.B.1.In.3)
Specify: _____ chronological _____ alphabetical
 _____ categorical _____ topic or subject
 _____ hierarchical or outlining _____ other: _____
- 2.24. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 2.25. Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)
- 2.26. Locate an item by date when completing functional tasks (e.g., identifying if a check has cleared, verifying a specific deposit, verifying that a payment was made to a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)

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- 2.27. Organize information chronologically when completing functional tasks (e.g., filing for later reference, determining sequence of events). (CL.B.1.In.3)
- 2.28. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe). (CL.B.1.In.3)
- 2.29. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information for a report). (CL.B.1.In.3)
- 2.30. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, use keywords for a database search). (CL.B.1.In.3)
- 2.31. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 2.32. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a report). (CL.B.1.In.3)
- 2.33. Use graphic organizers to display relationships between and among ideas, events, or facts. (CL.B.1.In.3)
Specify: _____ concept map _____ tree diagram _____ flow chart
 _____ semantic web _____ other: _____

3. Use speaking skills to express information appropriately in conversations and presentations (e.g., volume, stress, and pronunciation; eye contact and body language).

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 3.1. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 3.2. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ sounds _____ gestures _____ facial expressions
 _____ body language _____ hand signals _____ other: _____

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- 3.3. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ initiating topics
 _____ maintaining topics
 _____ taking turns
 _____ active listening
 _____ ending a conversation
 _____ repairing communication breakdowns
 _____ showing sensitivity to cultural differences
 _____ other: _____
- 3.4. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a service, cheering at a sports event, talking in the halls in a hospital). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ tone of voice _____ pitch
 _____ fluency (rate and rhythm) _____ loudness
 _____ duration _____ other: _____
- 3.5. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ school task—how to look up a reference, how to dress for physical education
 _____ personal task—how to use the microwave, how to find a location
 _____ leisure task—how to pack for vacation, how to take care of a pet
 _____ other: _____

4. Use listening skills to gain information (e.g., follow directions, acknowledge messages).

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
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General Listening Skills

- 4.1. Identify components of the listening process that can help one to listen more effectively in conversations, lectures, and discussions (e.g., hearing, paying attention, thinking about what has been said). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.2. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ relaxed _____ attentive _____ social _____ defensive
 _____ other: _____

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- 4.3. Identify the difference between attentive and nonattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; nonattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.4. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ listening for specific content
_____ paying attention to cues—first, second, in summary, most important
_____ linking to prior knowledge and experiences
_____ considering emotional meaning
_____ other: _____
- 4.5. Use strategies to improve listening (e.g., attend to nonverbal cues, take notes, paraphrase what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

Listening to Directions

- 4.6. Use skills and strategies to remember and understand oral directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ repeat directions _____ paraphrase directions
_____ write directions _____ make a drawing or diagram
_____ other: _____
- 4.7. Use skills and strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ verbalize key features or steps
_____ break into smaller components for practice
_____ practice with physical guidance
_____ practice with verbal prompting
_____ other: _____

5. Use writing skills to organize and present information according to the specified purpose (e.g., reports, correspondence, essays, lists).

Note: Electronic tools and software may be used if available.

- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2 express oral, written, or visual information for specified purposes.
CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
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Handwriting or Keyboarding

- 5.1. Produce legible handwritten material to complete functional tasks (e.g., write letters, notes, or messages; complete forms; sign documents; complete tests; write checks). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ style—manuscript or cursive _____ spacing _____ size
 _____ letter formation _____ orientation
 _____ other: _____
- 5.2. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ letters _____ reports _____ forms
 _____ charts _____ other: _____
- 5.3. Select and use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ handwriting _____ typewriter or keyboarding
 _____ other: _____

Personal Information

- 5.4. Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ race _____ other: _____

Completing Forms

- 5.5. Identify information needed to complete forms in order to have the proper documents ready (e.g., Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)
- 5.6. Transfer information from sources such as identification card, birth certificate, and Social Security card onto appropriate sections of forms. (CL.B.2.In.1, CL.B.2.Su.1)
- 5.7. Write needed information accurately on forms. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ personal information—name, address, phone, birth date
 _____ sex—male/female
 _____ race—White/Hispanic/Black/Asian/Native American/other
 _____ other: _____

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Organizing Communications

- 5.8. Identify the characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ what is the intent—objectives, target audience, purpose
_____ what components are needed—introduction, body, summary
_____ how should the information be organized
_____ what formatting should be used—layout, text, use of graphics
_____ other: _____
- 5.9. Write information in alphabetical order (e.g., filing, arranging names on a list). (CL.B.2.In.1, CL.B.2.Su.1)
- 5.10. Create documents or written communications that relate a series of sequential events (e.g., write about a vacation, write a history report covering a specific time-frame, tell a story). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ brief descriptions _____ letters
_____ stories _____ essays
_____ reports _____ other: _____
- 5.11. Create documents or written communications that are organized by key ideas and relevant supporting details (e.g., summarize desired career goals, paraphrase a conversation to the teacher, prepare an essay on important things to know about communicable diseases). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ sentences _____ paragraphs _____ essays
_____ reports _____ other: _____
- 5.12. Create documents or written communications that use a logical order to express information (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ easy to difficult _____ general to specific
_____ least important to most important _____ specific to general
_____ most important to least important _____ cause and effect
_____ other: _____
- 5.13. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ daily events _____ daily tasks
_____ checks and deposits _____ other: _____
- 5.14. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items; application for participation in sports activity with insurance and medical examination). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ report _____ summary
_____ letter of complaint _____ letter of application
_____ other: _____

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5.15. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., tell a family member about what someone said, write an article for school newspaper, write a summary describing a field trip, write a description of a community experience). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: article report letter message/e-mail
 other: _____

Formatting

5.16. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: note—give a friend directions, let your family know that you will be late
 memo—announce an event to your classmates
 letter—friendly, complaint, request, application
 message—let a family member know that someone called
 report—summarize experiences on a trip
 other: _____

5.17. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, prepare a presentation). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: note memo/e-mail letter
 brief description report cards and invitations
 other: _____

5.18. Write a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: caller's name date who caller represents
 time phone number who the message is for
 message other: _____

6. Use writing skills to draft, revise, and edit written material according to conventions and mechanics of standard English.

Note: Electronic tools and software may be used if available.

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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Writing Process

- 6.1. Use the writing process to develop documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ gather information
 _____ organize ideas
 _____ write first draft
 _____ get feedback
 _____ revise
 _____ edit
 _____ publish final copy
 _____ other: _____
- 6.2. Revise documents and written communications to improve meaning and focus. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ unity and coherence—words, phrases, and sentences agree and work together
 _____ content—no irrelevant details
 _____ organization—logical order
 _____ style—no run-on sentences or unintentional fragments
 _____ formatting—margins, spacing, legibility
 _____ other: _____
- 6.3. Proofread written communications to accomplish functional tasks (e.g., make corrections in a personal or work letter, prepare a report for a second draft, correct a form or application to be submitted). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ spelling _____ grammar _____ sentence structure
 _____ word usage _____ formatting—margins, spacing

Sentences

- 6.4. Use complete sentences to express thoughts when writing. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ simple _____ compound
 _____ complex _____ compound/complex
- 6.5. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ select the kind of sentence _____ think about the meaning
 _____ think about the words _____ review the sentence when finished
 _____ other: _____

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Mechanics

- 6.6. Use forms of words that reflect correct usage of grammar when writing. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: nouns—singular and plural, possessive
 verbs—present, past, and future tenses
 subject-verb agreement
 other: _____

- 6.7. Use correct capitalization in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: proper nouns pronoun “I” acronyms
 abbreviations first word of sentence greeting/closing
 titles other: _____

- 6.8. Use correct ending punctuation in sentences within documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: period question mark exclamation point

- 6.9. Use punctuation correctly within words and sentences in documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: comma—words in a series, compound sentence, address, date, greeting or closing
 apostrophe—contraction, possession
 quotation marks—direct quotation, titles, words used in a special sense
 semicolon—two main clauses without a conjunction, items in a series containing other punctuation
 other: _____

- 6.10. Use correct spelling in preparing written text (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)

- 6.11. Use appropriate resources to aid in spelling correctly (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: spelling dictionary specialized electronic tool
 people spell-check utility in software program
 other: _____

- 6.12. Use strategies to effectively edit written material. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: use list of frequently misspelled words
 use the spell checker or grammar checker in word processor
 read aloud what has been written
 other: _____

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7. Demonstrate awareness of differences in language usage related to regional and cultural elements, requirements of situations and tasks, and personal preferences (e.g., use of slang, jargon, dialect).

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 7.1. Identify languages and dialects used in different regions or cultures (e.g., use of Spanish, French, German; bilingualism; use of dialects—Southern, New England, Midwestern).
- 7.2. Identify the uses of language (verbal and nonverbal) in communication (e.g., fulfill interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs). (CO.A.1.In.1, CO.A.1.Su.1)
- 7.3. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 7.4. Identify differences in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

8. Demonstrate awareness of key elements in literature (e.g., plot, characters, setting, point of view, tone).

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 8.1. Identify characteristics and examples of key elements in stories, movies, and plays. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ___ characters ___ setting ___ plot ___ point of view
- 8.2. Identify examples of literature that represent different tones (e.g., humorous, ironic, serious, melodramatic). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ___ short stories ___ novels ___ plays ___ poems
- 8.3. Relate literature to personal feelings and experiences. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ___ short stories ___ novels ___ plays ___ poems

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- 8.4. Identify examples of different genres of literature. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ adventure _____ science fiction _____ mystery
 _____ romance _____ other: _____

9. Demonstrate study skills (e.g., notetaking; using mnemonics, associations, and imagery; researching; organizing; test-taking).

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
-

Increasing Recall and Understanding

- 9.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., when you do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)

- 9.2. Use strategies to remember and understand oral or written directions.
(CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ read aloud _____ paraphrase
 _____ make a drawing or diagram _____ other: _____

- 9.3. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)

- 9.4. Use scanning strategies to locate information needed for an assignment.
(CL.B.1.In.2, CL.B.1.Su.1)

- 9.5. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading).
(CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ who, what, when, and where? _____ which, how, and why?
 _____ other: _____

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- 9.6. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does this make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word?). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.7. Use visual imagery to clarify and remember information. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ make mental pictures _____ create an analogy
 _____ make an association _____ other: _____
- 9.8. Select and use an appropriate organizational framework to clarify and represent complex information for an assignment. (CL.B.1.In.3)
Specify: _____ outline _____ graphic organizer
 _____ timeline _____ chart or table
 _____ other: _____
- 9.9. Use strategies to take notes from lectures, discussions, and written material (e.g., use a two-column format, write main ideas on note cards, use semantic webbing). (CL.B.2.In.1, CL.B.2.Su.1)
- 9.10. Follow a systematic process when researching a topic for an assignment. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ identify the topic or main question
 _____ specify questions that need to be answered
 _____ conduct a preliminary search for information using appropriate references and resources
 _____ take notes and cite sources
 _____ review notes and obtain additional information if needed
 _____ other: _____
- 9.11. Use time management, previewing, and self-monitoring strategies to improve performance on classroom tests. (CL.B.4.In.2, CL.B.4.Su.2)

Using Feedback

- 9.12. Identify characteristics of feedback that is commonly given for assignments (e.g., points out mistakes, gives guidance to make corrections, identifies what is right). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.13. Respond effectively to feedback regarding assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.14. Use feedback to make changes on assignments (e.g., correct a math problem, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.15. Check the correctness and accuracy of own assignments to complete functional tasks (e.g., turning in a report or homework assignment with few errors, catching spelling errors on a test before handing it in). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ answers to tests _____ class assignments

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- 9.25. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ personal _____ school
- 9.26. Use strategies to pace work so that assignment is completed according to schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: _____ track subtasks on calendar _____ set an alarm clock as a reminder
_____ begin subtasks on time _____ check off subtasks when completed
_____ other: _____
Specify setting: _____ personal _____ school
- 9.27. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: _____ try different techniques _____ seek advice from others
_____ seek assistance from others _____ read the instructions or references
_____ other: _____
Specify setting: _____ personal _____ school
- 9.28. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)
Specify setting: _____ personal _____ school
- 9.29. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify method: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ set up workstation with needed supplies, tools, and equipment before starting
Specify setting: _____ personal _____ school
- 9.30. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ personal _____ school
- 9.31. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ personal _____ school
- 9.32. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ personal _____ school

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9.33. Identify the characteristics and importance of being self-directed when completing school assignments (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not delay, pace work assignments). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ personal _____ school

9.34. Demonstrate self-directed behavior when completing assignments (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ personal _____ school

10. Demonstrate skills required for functional communication in the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt ____ verbal prompt ____ visual prompt
____ assistive technology ____ supervision ____ other: _____

10.1. Identify the meaning of vocabulary related to career exploration (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.1, CL.B.1.Su.1)

10.2. Identify the meaning of vocabulary related to workplace activities (e.g., when participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ work hours—starting time, break, time card
 _____ dress code—uniform, grooming
 _____ locations—reception areas, parking, restrooms
 _____ equipment—storage, maintenance, repairs, supplies
 _____ other: _____

10.3. Identify information contained in simple graphics used in the workplace (e.g., building a table, preparing a report). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ blueprints ____ floor plans
 _____ diagrams ____ other: _____

10.4. Identify the meaning of signs found on workplace equipment, tools, and supplies (e.g., turning on a machine, opening a package, copying papers, faxing information, refilling paper or toner). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ directions for use and storage ____ repair and maintenance
 _____ safety precautions ____ replacement information
 _____ other: _____

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11.3. Demonstrate functional communication skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ identifying the location and price of events (musical performances—concerts, dance performances, theatre and plays; celebrations—holidays, parades, festivals)
_____ learning about the rules of a game or sport
_____ obtaining information about a hobby or collection or other leisure interest
_____ communicating with others who share the same leisure interests
_____ other: _____

11.4. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: _____ communicating with others—using mail, telephone, e-mail
_____ using public transportation
_____ obtaining personal services—haircut, cleaning
_____ shopping—personal items, food, clothes
_____ obtaining emergency services—911, police, fire department
_____ other: _____

11.5. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, word-of-mouth, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)

11.6. Locate information in the newspaper when completing functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: _____ headlines _____ local news _____ sports
_____ recreational activities _____ special features _____ comics
_____ advertisements _____ classified ads
_____ other: _____