

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area:	Academics: Subject Areas
Course Number:	7910400
Course Title:	Life Skills Reading: 9-12
Previous Course Title:	Functional Reading Skills: Comprehensive
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in fundamental reading concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

- vocabulary
- word attack skills
- comprehension skills
- reading in daily activities
- reading in the workplace
- reading as a leisure activity

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. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

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

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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 for adult living and employment specified in the Transition Individual Educational Plan.

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 multiple credit course. Other objectives should be added as required by an individual student.

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

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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. 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 relevant perceptual, conceptual, and linguistic skills for reading (e.g., phonological awareness, visual discrimination, relationship of oral and printed words, syntax, semantics).**

Indicate guidance and support necessary for mastery at supported level:

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

- 1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper- and lowercase letters, recognition of visual forms of words in handwriting and print, identification of letter/sound relationships, ability to distinguish words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.2. Identify letters when completing functional tasks (e.g., finding own name card, locating seat in a stadium). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.3. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*
- 1.4. Distinguish phonological (sounds) and graphic (letters) differences in words.
Specify: ___ presented visually ___ presented orally
- 1.5. Identify rhyming words presented orally.
- 1.6. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 1.7. Compare multiple meanings of words and phrases (e.g., homonyms, idioms, slang). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.8. Identify synonyms and antonyms for familiar words. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.9. Retell main ideas and details of a story or article after hearing it read or seeing it signed. (CL.B.1.In.2, CL.B.1.Su.2)

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- 1.10. 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: _____
- 1.11. 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
 _____ other: _____
- 1.12. Identify objects, locations, events, or persons needed in assignments, homework, or field trips (e.g., monuments, maps, plants, animals, equipment, pictures of historical events). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.13. Identify features and events in complex pictures. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.14. *Identify information from a picture. (Reading A 4: IV)*

2. Use word attack skills for decoding and word recognition (e.g., phonics, semantic context clues, structural analysis).

Indicate guidance and support necessary for mastery at supported level:

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

Word Identification Skills

- 2.1. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ initial, medial, and final consonants
 _____ long and short vowels
 _____ initial, medial, and final blends
 _____ patterns and silent letters
 _____ syllables
 _____ other: _____
- 2.2. Use structural analysis to identify the meaning of unknown (oral or 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: _____
- 2.3. Use the context of the sentence or document to identify the meaning of unknown 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: _____

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2.4. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*

2.5. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown words (e.g., looking up the meaning of a word in a dictionary, using the pronunciation function for a word in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ printed dictionary _____ electronic dictionary
 _____ person _____ other: _____

3. 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 assistance necessary for mastery at participatory level:

_____ physical assistance full partial _____ assistive technology full partial

Signs and Symbols

3.1. Identify the meaning of symbols and icons used on signs for buildings and public facilities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

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

3.2. Identify the meaning of symbols and icons used on safety and warning signs (e.g., using electric appliances—hair dryer, mixer, iron; 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, use grounded outlets, 220 volts only
 _____ other: _____

3.3. *Recognize information communicated by common symbols and signs. (Reading A 1: III)*

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Independent Functioning Vocabulary

- 3.15. Identify the meaning of 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
_____ volunteering—organization, hours, responsibilities
_____ other: _____

- 3.16. Identify the meaning of written vocabulary related to productive tasks at home when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ caring for clothing and personal items
_____ preparing and storing food
_____ maintaining lawn and garden
_____ other: _____

- 3.17. Identify the meaning of written vocabulary related to leisure activities (e.g., playing sporting events, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)

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

Abbreviations and Acronyms

- 3.18. Identify abbreviations and symbols 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., yd., mi., m. _____ area—sq. ft., sq. yd.
_____ weight—oz., lb., # _____ volume—c., l., tbs., tsp.
_____ money—\$, ¢ _____ time—min., hr., Tues., Dec.
_____ other: _____

- 3.19. Identify familiar abbreviations and acronyms for agencies and organizations (e.g., when sending overnight mail, when reading articles in the newspaper, when watching a 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—Federal Express (FEDEX), United Parcel Service
(UPS), United States Postal Services (USPS)
_____ other: _____

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

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

3.21. Identify familiar abbreviations and acronyms for information sources and mass media (e.g., when locating a radio or television station in the newspaper schedule, when 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

3.22. 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 _____ workplace

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

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

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

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

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- 4.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., school tasks—finding a word in dictionary, finding information for a report; personal care—finding a recipe for a dessert; leisure—finding information on a specific location, person, or event). (CL.B.1.In.1, CL.B.1.Su.1)

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

- 4.3. *Answer factual questions about paragraphs. (Reading C 9: V)*

- 4.4. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*

- 4.5. Use skills and strategies to determine the main idea of a paragraph, section, or whole document (e.g., telling someone about articles in magazines or the newspaper, writing a summary of a reading assignment for school or work). (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: _____

- 4.6. *Determine main idea stated in a paragraph. (Reading C 8: V)*

- 4.7. *Determine the order of events in a paragraph. (Reading C 10: V)*

- 4.8. *Identify the stated cause and effect of an action or event in a paragraph. (Reading C 12: VI)*

- 4.9. *Identify the implied causes or effect in a paragraph. (Reading D 16: VII)*

- 4.10. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)*

- 4.11. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*

- 4.12. Use skills and strategies to relate and integrate new information in a text or visual 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: _____

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Using Information Resources

- 4.13. 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: _____
- 4.14. Use an appropriate source to obtain written information on current events.
(CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ newspapers _____ magazines _____ television
 _____ radio _____ people _____ Internet
 _____ other: _____
- 4.15. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 4.16. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 4.17. Identify the major sections of information in the table of contents (e.g., when locating information about a topic of interest, when finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ book—introduction, chapter titles
 _____ magazine—titles, page numbers, authors
 _____ newspaper—sections, page numbers
 _____ other: _____
- 4.18. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*
- 4.19. 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

- 4.20. 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: _____
- 4.21. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*

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4.22. Identify the meaning of information provided by map symbols (e.g., when planning a travel route, when locating 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: _____

4.23. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*

4.24. Find specified geographic areas or locations using a map (e.g., when traveling in unfamiliar areas, when completing a geography exam, when locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ city or state map _____ atlas _____ other: _____

Organizing Information

4.25. 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)

4.26. Organize information alphabetically when completing functional tasks (e.g., filing for later reference). (CL.B.1.In.3)

4.27. *Alphabetize words using the first letter. (Reading F 22: V)*

4.28. *Alphabetize words using the first two letters. (Reading F 25: VI)*

4.29. Locate an item by date when completing functional tasks (e.g., identifying if a check 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)

4.30. Organize information chronologically when completing functional tasks (e.g., filing sales receipt for later reference to return an item, determining sequence of events). (CL.B.1.In.3)

4.31. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

4.32. Organize information by categories when completing functional tasks (e.g., when filing bills, when sorting pictures). (CL.B.1.In.3)

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5. Determine whether information presented in text is fact/opinion or fiction/nonfiction.

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

CL.B.1.Su.2 interpret and use oral, print, or visual information for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

5.1. Use skills and strategies to determine whether written information is accurate or inaccurate, true or false, or fact or 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: _____

5.2. *Distinguish between true and false statements. (Reading E 19: V)*

5.3. *Distinguish between fact and opinion in sentences. (Reading E 20: VI)*

5.4. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)*

5.5. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., compare advertisements with product reports). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ___ identify exaggerations ___ identify false claims
 ___ evaluate realism ___ other: _____

6. Use functional reading skills required for 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: _____

6.1. Identify the meaning of vocabulary related to career exploration to complete functional tasks (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.2, CL.B.1.Su.2)

6.2. Identify the meaning of vocabulary related to workplace activities to complete functional tasks (e.g., when participating in a meeting, corresponding with co-workers, taking

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an appropriate break, working on a car, selling clothes, working on an assembly line).
(CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ work hours—starting time, break, time card
_____ dress code—uniform, grooming
_____ locations—reception areas, parking, restrooms
_____ equipment—storage, maintenance, repairs, supplies
_____ other: _____

6.3. Identify information contained in simple graphics used in the workplace to complete functional tasks (e.g., to build a table, to prepare a report). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ blueprints _____ floor plans _____ diagrams
_____ other: _____

6.4. Identify the meaning of signs found on workplace equipment, tools, and supplies to complete functional tasks (e.g., turning on a machine, opening a package, copying papers, faxing information, cleaning the machines, replacing paper or toner, cleaning an office, storing cleaning products, totaling purchases). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ directions for use and storage _____ repair and maintenance
_____ safety precautions _____ replacement information
_____ other: _____

6.5. Demonstrate functional reading skills commonly used in the work environment to gain information (e.g., reading manuals, policies, correspondence, instructions). (CL.C.2.In.5, CL.C.2.Su.5)

6.6. Demonstrate functional reading skills commonly used in the work environment to evaluate information (e.g., checking work to be done, checking clarity of instructions). (CL.C.2.In.5, CL.C.2.Su.5)

6.7. *Follow written directions with one step.* (Reading C 11: V)

6.8. *Follow written directions with two steps.* (Reading C 13: VI)

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7. Use skills required for reading in daily activities (e.g., newspapers, schedules, menus, signs, shopping lists).

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services for specified purposes—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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7.1. Demonstrate functional reading skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: following a recipe
- using information found on clothing labels regarding care requirements
 - using advertisements to select needed furniture, appliances, and personal goods
 - observing safety information and warning precautions
 - using information on product tags, labels, or information booklets when caring for furniture, appliances, and personal goods
 - other: _____

7.2. Demonstrate functional reading skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: learning and obeying local, state, and federal laws
- identifying events and resources
 - other: _____

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

- Specify: identifying the location and price of events, e.g., 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
 - other: _____

7.4. Demonstrate functional reading 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 schedules for public transportation
 - obtaining personal services—haircut, cleaning
 - shopping for personal items, food, clothing
 - obtaining emergency services—911, police or fire department
 - other: _____

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7.5. Identify sources of written 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)

7.6. Use information in the newspaper to complete 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.2, CL.B.1.Su.2)

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

7.7. Use advertisements in newspapers, store handouts, and posters to complete personal care and productive and leisure activities (e.g., purchasing new clothing, redecorating the bedroom, choosing a new barber). (CL.B.1.In.2, CL.B.1.Su.2)

7.8. Use personal care information found in magazines or newspapers or on the Internet to carry out functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hair style, locating answers to medical questions). (CL.B.1.In.2, CL.B.1.Su.2)

7.9. Use information in instructional pamphlets, specialty magazines, computer software, and books on productive or leisure activities to carry out functional tasks (e.g., reading for personal interest, reading information on a play before it is seen, learning the various types of home care). (CL.B.1.In.2, CL.B.1.Su.2)

7.10. Use information found in newspapers or magazines or on the Internet to identify community activities and resources (e.g., community festivals, fairs, library events or speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)

7.11. Use information on packaged food products, medicines, and cleaning products appropriately to carry out functional tasks (e.g., taking medicine; storing medicine, food, and cleaning agents; cleaning with chemicals; preparing a meal). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ storage _____ warning labels _____ dosage
_____ instructions _____ other: _____

8. Relate works of literature to real life experiences.

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

CL.B.1.Su.2 interpret and use oral, print, or visual information for specified purposes—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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- 8.1. Identify similarities between individuals in real life and characters in selected stories, poems, or other works of literature. (CL.B.1.In.2, CL.B.1.Su.2)
- 8.2. Identify events in works of literature that appear to be realistic. (CL.B.1.In.2, CL.B.1.Su.2)
- 8.3. Identify ways in which selected works of literature have influenced or affected own behavior (e.g., motivating, entertaining, showing other sides of an issue). (CL.B.1.In.2, CL.B.1.Su.2)

9. Determine personal preferences for types of reading as a leisure activity.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community— 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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- 9.1. Identify types of reading used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ newspapers and magazines
___ fiction—mystery, adventure, romance
___ nonfiction—biographical, scientific, historical
___ other: _____
- 9.2. Identify the appropriate time for leisure activities involving reading (e.g., when waiting for an appointment, before bed, on a long trip). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.3. Demonstrate specific skills in using reading as a leisure activity (e.g., select the book or magazine, read it, share with others). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.4. Identify community service agencies, businesses, or other resources that assist individuals with reading as a leisure activity (e.g., after school programs, camps, YMCA, community centers, libraries, book departments of stores, bookstores). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.5. Identify favorite stories or movies that are available in book form. (IF.A.1.In.1, IF.A.1.Su.1)
- 9.6. Identify magazines and newspapers for personal reading. (IF.A.1.In.1, IF.A.1.Su.1)
- 9.7. Identify types of stories, plays, or poems that provide personal enjoyment. (IF.A.1.In.1, IF.A.1.Su.1)